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The

Catholic

Counselor

*An Organ of Communication for
Catholics in Guidance*

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1958

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The Catholic Counselor DEDICATED TO OUR LADY OF GOOD COUNSEL

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PURPOSE OF THE PUBLICATION: To act as an organ of communication for Catholics in the field of guidance. Specifically, the staff plans through THE CATHOLIC COUNSELOR (1) to develop knowledge and interest in Student Personnel Work in Catholic Institutions; (2) to serve as a forum of expression on the mutual problems of Catholics in counseling; (3) to foster the professional growth of Catholic guidance workers by membership in the A.P.G.A. and (4) to encourage cooperation among Catholic Guidance Councils on local and regional levels.

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Editorial:

THE CHALLENGE OF THE SPACE AGE

THE CHALLENGE

Since Sputniks I and II, American education has been repeatedly analyzed and plans to encourage all our gifted youth to pursue higher studies have received nationwide attention. Often suggested are college and high school stop-gap or salvage programs that are intended to produce quick results. The best of these plans may have some success, but none of them will really solve our long-range educational problems because none will do much to eliminate the early causes which initiate the eventual waste of much of our intellectual resources.

EARLY EDUCATION

Consider the early education of our gifted youth in all too many American schools. The zealous teacher of a large class encompassing a wide range of ability, may or may not identify the gifted child. Even if she does, she most likely gears her teaching to the class average and seldom finds time to challenge her more talented pupils. By the time she has repeated a concept twice, the gifted child has grasped it. At the third and subsequent repetitions, he finds class increasingly more boring. Often with little or no study he achieves high grades and is praised as an excellent student (who never studies). Thus at an age when he is most impressionable, most inquisitive, most amenable to the guidance of his elders, he develops unwholesome study habits and falls into an attitude which equates formal education with boredom.

SECONDARY EDUCATION

With these poor study habits and attitudes, the gifted youth enters high school. Again, teachers may or may not identify him as a talented pupil. All too often, busy teachers find little time to teach him how to study and to read better, and little time to motivate him to work to capacity so that, experiencing the pleasures of optimal efficiency in mental activity, he may no longer look upon school learning as mere drudgery. Thus, when youth are less impressionable and inquisitive because of their acquired habits and attitudes, and less amenable to the guidance of their elders, the secondary school is expected to salvage the talents neglected earlier.

THE RESULTS

Is it surprising then that high schools estimate that sometimes as high as 75 percent of their gifted pupils are, in varying degrees, underachievers? That some gifted youth do not even finish high school? That many talented secondary school graduates value higher studies so little that they would not go to college even if they were offered full scholarships plus expenses?

THE SOLUTION

If we are to eliminate the early causes that eventually result in the waste of much of our mental resources, we must have, especially in our elementary and secondary schools, many more: parents who intelligently insist that the

schools provide a stimulating education in keeping with each pupil's God-loaned talents; administrators whose vision, courage and competence offer inspiring leadership; teachers who are sensitive to the educational needs of youth and who are well-prepared to meet these needs; and schools that have the necessary facilities for an enriched curriculum.

Obviously, such a program will require a very sizeable increase in the number of trained counselors who are competent to identify and guide our youth as early as possible and who possess the tact and discretion to work cooperatively with parents, administrators, and teachers in providing each child with the type of education that best suits him. It means better formal guidance beginning in elementary school.

Such is the almost overpowering challenge that we must meet if most of our youth are to attain the potential of their God-loaned talents with which they can better serve God and country, Church and fellowmen.

BROTHER LAWRENCE JOSEPH, F.M.S., Associate Editor

A VERY SIGNIFICANT MEETING

Through the cooperation of the superintendent and personnel in the St. Louis Archdiocesan School Office, the most successful meeting to date of CATHOLIC COUNSELORS IN A.P.G.A. was held this past March 30, 1958. Over 300 were in attendance and expressed satisfaction with a stimulating program. Both the quantity present and the quality of the addresses are indications that "Catholic guidance" has come of age, and that the Catholic school system should "blossom forth" with fruitful contributions to the field of student personnel work in the years ahead.

One of the most encouraging actions from this gathering was the first representative assembly of Diocesan Guidance Councils. It voted to establish an informal National Conference of Diocesan Guidance Councils. For further information, you are invited to contact its first chairman, Rev. William McMahon of Cardinal Hayes H. S. in the Bronx. He is the President of the New York Catholic Guidance Council, as well as Assistant Editor of THE CATHOLIC COUNSELOR.

The two major papers of the meeting are reprinted for your closer study in this issue, while a summary report of the whole affair is presented in "Guidance News and Notes." The 1959 meeting of Catholic counselors will be held on Palm Sunday, at Cleveland, Ohio, in conjunction with the annual convention of the American Personnel and Guidance Association. For details, contact the co-chairmen of the event, Dr. Genevieve Hunter or Brother John Egan of our Editorial Board.

WELCOME, NEW EDITORS AND STAFF!

At the meeting of the staff for THE CATHOLIC COUNSELOR on last Palm Sunday, in St. Louis, Brother Lawrence Joseph, F.M.S. of Mount St. Michael H. S., Bronx, N. Y., was chosen as Editor to fill my vacancy. Congratulations to this "old pro" of Catholic guidance and to the new staff members. Brother Adelbert James, F.S.C., head of the Department of Education in Manhattan College, Riverdale, N. Y., was selected as associate editor, while Brother Lawrence McGervey, S.M., guidance director at

Chaminade H. S., Mineola, N. Y., was appointed Assistant Business Manager. The work of our new Art Editor, Mrs. Therese Klieser of Baltimore, Md., is already in evidence for this issue. A former draftsman and teacher, she is now a full-time graduate student at Loyola College.

To spread the "burden of editing" and to add a desired balance to our staff, we offer best wishes to these new additions to the Editorial Board: Rev. Edwin Watson, O.S.B., St. Benedict's College, Atchison, Kansas; Rev. George Smardon, S.J., Loyola College, Baltimore; Rev. David Dunigan, S.J., Holy Cross College, Worcester; Rev. Richard Vaughan, S.J., University of San Francisco; Sister M. Sylvester, O.S.B., Donnelly Community College, Kansas City, Kansas; Sister Mary Leonora, S.S.N.D., Institute of Notre Dame, Baltimore; Brother Raymond, C.F.X., St. Joseph's Prep, Bardstown, Ky.; Brother Egan, C.S.C., Notre Dame H.S., Sherman Oaks, Calif.; Dr. John B. Joyce, Niagara Falls School System, N. Y. and Dr. Marion Byrnes, New Southside H. S., Rockville Centre, N. Y. Sister Mary Catherine, C.D.T., Our Lady of the Lake College, San Antonio, Texas.

My sincerest appreciation to one and all who assisted me in founding and developing THE CATHOLIC COUNSELOR. Its present size and content speak well for your help and interest. I will continue to serve you to the best of my ability as Chairman of the Editorial Board.

BROTHER PHILIP, O.S.F., Editor

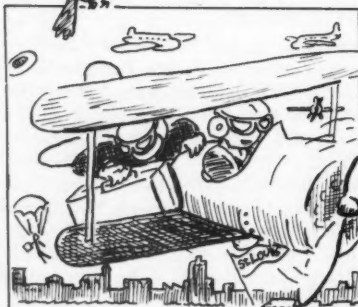
Whereas, Brother Philip (Harris), O.S.F., of The Francis-
can Brothers, Brooklyn, N. Y., Has Given Selflessly of Him-
self And His Brilliant Organizational, Administrative, And
Literary Talent To The Publication The Catholic Counselor
From Its Inception And Through Its Sturdy Growth,

Be It Resolved That On Behalf of The Editorial Board And
Staff, As Well As This Group And All Other Readers of
The Catholic Counselor, This Expression of Commendation
And Gratitude Be Offered On The Occasion of His Resigna-
tion As Editor,

Adopted At The Fourth Annual Meeting of Catholic Coun-
selsors In A.P.C.A., March 30, 1958



a birds-eye view — "Meet me in St. Louis, Louis
At the convention there."



We had beautiful flying
weather all the way.



There's
nothing like a hotel for comfort.



We discussed
business at lunch.



We elected some new
members to the board.



New trends were explained,
discussed, and evaluated.



Very informative! Everyone
found much to take home.

RESPONSIBILITY FOR PROFESSIONAL DEVELOPMENT

GENEVIEVE P. HUNTER, Fordham University, New York, N. Y.

ONE of the earmarks of a profession is that it expects the continued growth of its members. Responsibility for professional development is not a matter of "Yes" or "No"; it is a matter of degree. The degree of responsibility depends on a number of things: the professional training and experience one brings to a task, the skill required by the job, and the rapidity with which changes occur in the profession.

Our schools, agencies, and institutions assign people to counseling duties often without regard to their preparation. The widespread belief that "anybody can give advice" is probably at the basis of such random assignment. We have functioning as counselors, the untrained, those trained but for another field, the partially trained, the minimally trained, and even a few well trained. All kinds and amounts of previous training and experience are found among the practitioners of our profession. There isn't one of us who would have his appendix removed by a surgeon who had never gone to medical school—and at the worst, bad surgery can only endanger a life; bad counseling may imperil a soul.

Not even the best trained counselor can feel that he has learned all that he needs to know. Each client that he sees is vivid proof that he has not. There is a tendency to take for

granted that after the original training in school, practice in itself is a guarantee of proficiency. Nothing could be farther from the truth. Not even the Ph.D. in Guidance comes with a lifetime guarantee. As the years pass we can easily become less sensitive; we become more complacent, and then our skills and techniques inevitably suffer. Each one of us, no matter what our previous training, needs development and stimulation.

Inherent in the helping professions, and counseling is a helping profession in the best sense of both words, is the fact that the worker can never know enough. Professional training is never wholly completed. As in all learning, we develop plateaus where we stand still, or go back, for if we do not keep up with recent developments we do go back. In other professions, an occasional refresher may suffice, but when we work with individuals in such an intimate relationship, new learning must be systematically continuous.

The changes that take place in our field place a premium on professional alertness. Throughout the years of its development, counseling has changed its emphasis as new understandings have evolved, as new methods have been developed, and as research has proven them effective. Totally new concepts of how to help people make the counseling of the 30's as outmoded as pre-atomic physics. The mere fact that more people are trained and are practicing, means that more thinking is being done, that applications of theory are made more often and more critically. There are

The author was for many years Director of the Archdiocesan Vocational Service in N. Y. C. Throughout her career in guidance, Dr. Hunter has displayed the highest degree of professional responsibility. Address at the Fourth Annual Meeting of Catholic Counselors.

bound to be changes. The problem is one of keeping pace with a dynamic, rapidly growing field.

Another, and most important consideration, is the fact that counselors work in professional isolation. Teachers have other teachers to talk shop with, but the counselor is generally alone, or at most, has an assistant or fellow exile. There is little opportunity for the professional stimulation that comes with constant day-to-day contact with others who do the same work that we do. Physicians have long recognized this. Their service in hospital clinics is not to increase their experience with patients, but with other doctors. If only counselors had similar opportunities! In school we measured ourselves and our learning against the group. We were pleased with what we did, or criticized our performance in accordance with its likeness or difference to the performance of others in the class. Our measuring rod was the group standard. The danger in our professional isolation is that we may be inclined to measure our performance against a group that knows little or nothing of counseling. If we see ourselves as better, this is hardly an achievement. Our norm group must be other counselors.

Another danger in isolation comes from the fact that most of us, no matter how many courses we may have had, have been denied the opportunity for supervised experience. We complete our course work in educational institutions and go out to apply theory in practical situations with no assurance that our interpretation is correct. And we are assigned to work without supervision; administrative direction we often have, but professional supervision is not there. The result is that much of what we do is by trial and error. Therefore, we

cannot afford to overlook any opportunity that will help us to strengthen our powers of constructive self criticism.

Authors who write in this field constantly deplore the lack of evaluation studies. Few indeed are the counselors who are willing to measure the results of their counseling! Our professional colleagues in teaching are subjected to all sorts of checks and balances. They have an opportunity to make comparisons, and sometimes the contrast jolts them into improved professional performance. On the other hand, counselors in school and colleges can talk to students by the hour and not be responsible to anyone for the kind of solution that is reached. We proudly advertise our conspicuous successes, assiduously avoid mentioning the known failures, and are blithely unconcerned about all the others, often assuming they have profited from counseling when we have not even bothered to follow up. If we cannot measure the effectiveness of our counseling we can at least be as well informed and as well prepared for our jobs as possible. And, ultimately, if we cannot produce evidence that students are more successful in school and in employment as a result of counseling than they would have been without counseling, we may deservedly find ourselves and our programs dropped from the school budget.

The need for professional development is painfully apparent. But who is to take the responsibility? Undoubtedly administration is involved. A good administrator provides opportunities for the continued growth and development of his staff. He realizes that this is important not only for the morale of the staff, but for the service that his organization is charged with rendering. However, the admin-

istrator cannot do the whole job. It is the rare administrator who knows the field of counseling well enough. Counselors should not wait for administrators to take the lead in this area. The ultimate responsibility for professional development is on each counselor. If we wish to be considered counselors, if we allow what we do to be called counseling, we inevitably undertake the obligation to satisfy the requirements of the profession. There is a professional organization which sets standards for the practice of the profession; it recommends training and experience that will satisfy minimum requirements for preparation. When we call ourselves counselors we are holding ourselves out as experts; we are, in effect, advertising our competence in a professional field. It is difficult to see how we can evade the responsibility for continued professional development.

Those who meet the requirements for professional preparation, but who may be quite content to remain in status quo, might consider participating in the professional development of someone else. In the light of the need for the development of organized guidance programs in Catholic circles, it may be good Catholic Action to share our knowledge and experience with fledgling Catholic counselors. And, it may be even more effective Catholic Action to participate in professional discussions with non-Catholics. We have much to give, and perhaps even more to gain, in such cooperative endeavors.

More than any other group, Catholics talk about the dignity and worth of the individual. Above all, we believe in the freedom of the will and the responsibility of the individual for his own decisions. If we know why we believe as we do, if we really

have convictions, we should enjoy sharing our point of view with others. The principles on which the practice of our profession is founded and which are clearly stated by the professional associations which joined in publishing the Manual of Counselor Preparation, might have come from St. Thomas. We can accept them with confidence and conviction. But, in this changing field where sound principles of practice are so important, our activity in the professional associations is needed in order to guarantee the continuance of those principles and the practices which follow. One of the first ways of insuring continued professional development is membership, and where possible, activity in professional associations.

The American Personnel and Guidance Association (APGA) is the parent body for the various counseling associations: American School Counselors, American College Personnel Association, National Vocational Guidance Association, and the latest arrival, the Division of Rehabilitation Counseling. One need not have a doctorate in Guidance to be an APGA member. There are categories of membership that include the less trained as well as the fully qualified professional worker.

In addition to the national organization, there are branches of APGA in many localities. Membership in a local group can be very profitable. APGA meets but once a year; the branches have program meetings more frequently, most averaging about five meetings a year. This provides an opportunity for counselors to meet together, to exchange ideas, and to learn from one another as well as from the invited speakers.

Not as a substitute for APGA, but

(Continued on page 96)

Profiles of Catholics In Guidance

Vincent M. Murphy, Canisius College, Buffalo, N. Y.



DR. JAMES J. CRIBBIN

In a society characterized by the division of labor and the glorification of the specialist, the versatile individual becomes a kind of "Rare avis." The journalistic "bird watcher" who encounters such an individual is hard put to describe him accurately. Indeed, to profile a Dr. James Cribbin demands a kind of literary factor analysis foredoomed to defy simple structure. Any one of Dr. Cribbin's roles as writer, teacher, counselor, lecturer, or administrator could demand a profile of itself.

It is probably in his writer's role that Dr. Cribbin is most familiar to readers of *THE CATHOLIC COUNSELOR*. As co-author of the "INSIGHT" series, including the guidance text, *ITS YOUR LIFE* (Harcourt, Brace & Co.), and a frequent contributor to both Catholic and secular publications, he writes with an authority that stems from sound scholarship

and wide experience. He is presently working on a new book for Bruce publishers which is intended to aid in the training of Catholic counselors.

Schooling came at a variety of institutions. Dr. Cribbin owes an alumnus' allegiance to New York's City College, St. Louis, Fordham, and Teachers' College at Columbia. He has been, with time out for a stint as a naval officer, a teacher at Canisius, Pace, Fordham University, and New York University. At this latter school, he now holds the rank of associate professor.

Dr. Cribbin's extra-class activities range from private consulting as a psychologist licensed by the State of New York to outside lectures and school administration. He founded and directed the Annual Guidance Institute at Fordham and collaborated with the government as University Coordinator of the study, "Costs Students Incur while Attending College." He has taken part in research on mental hygiene and for the office of Naval Research. In addition, he has been secretary and trustee of the A.C.P.A. and the New York Personnel and Guidance Associations.

Add to these activities membership in a half dozen professional organizations, listing in an equal number of select educational directories, continued study at Columbia, and the responsibilities of a father of four, and it becomes quite apparent that this brief account lacks the dimensions necessary to cast a likeness of the man. Yet it is Dr. James Cribbin's possession of extra dimensions that sets him apart as a leader in the field of guidance.

TEN COMMANDMENTS FOR COUNSELORS:

Moral and Ethical Responsibilities of Guidance Workers

BROTHER JOHN M. EGAN, F.S.C.H., Iona College, New Rochelle, N. Y.

(Excerpts from an address offering words of caution to those in guidance.)

1. REMEMBER YOUR RESPONSIBILITY TO HANDLE WITH KID GLOVES THE CONFIDENCES ENTRUSTED TO YOU.

As counselors we must be acutely sensitive to the moral and ethical responsibility that is ours in dealing with the "entrusted secrets" which come our way, even when staff conferences allow the counselee's "entrusted secret" to become what the social work field rightly terms a "group secret"; and especially must we be sensitive to our responsibilities in those rare cases when an "entrusted secret" may have elements within, which it may seem necessary to divulge as affecting the "common good."

2. DEFINE REALISTICALLY THE LIMITS OF YOUR COMPETENCY IN COUNSELING.

Because of the breadth and depth of some of the problems which we may encounter in the counseling office, we must be realistically aware of our professional limitations. For example, we must be alert to the evidences and the nuances which can help us to distinguish between, let us

say, seeming vocational confusion and embedded personality maladjustments. Prudent counselors not only recognize the need for making referrals to more skilled practitioners but also the need for being aware of the professional delicacy involved in making a referral; for example, they would avoid, for obvious reasons, making a psychiatric referral when the case may be handled more propitiously by non-medical clinicians.

3. BE EVER MINDFUL OF THE MORAL LIMITS AND COUNSELEE RIGHTS INVOLVED IN YOUR EFFORTS TO GAIN A COMPREHENSIVE INSIGHT INTO YOUR COUNSELEE'S PROBLEMS.

Every counselor must clearly recognize that problems which involve questions of personal moral transgression and matters of conscience, even when the revelation of such material would seem to have a vital part in the counselee's eventual adjustment, cannot be directly probed by the counselor without a serious invasion of the counselee's rights. Ethically and morally these must be matters of voluntary self revelation if they are to be brought into the counseling process at all.

4. SUBJECT YOURSELF OCCASIONALLY TO A WHOLESOME SELF-EVALUATION WITH REGARD TO YOUR COUNSELING PRACTICES.

It is a salutary thing that from

This paper was delivered at the Palm Sunday meeting in St. Louis of Catholic Counselors in APGA. Brother Egan, director of student personnel services and asst. prof. of psychology at Iona College, New Rochelle, N. Y., is former president of the N. Y. Catholic Guidance Council and is presently chairman of the Metropolitan Round Table of Catholic College Counselors.

time to time we take stock of our methods and techniques and review the cases we have handled so that, for example, we may analyze possible recurrent themes and variations which may significantly characterize our counseling approach, or check our "approachability" as counselors, or simply seek to learn how much we have retained of that saving grace of a sense of humor.

5. NEVER LET THE DAY ARRIVE WHEN YOUR EFFORTS AT PROFESSIONAL DEVELOPMENT COME TO A STAND-STILL.

Though it may seem to smack of an ego-supportive form of self-flattery or a defense reaction suggesting an all too obvious need or just a plain rationalization of our habits of convention attendance, it would seem to be unquestionably true that none of our "out-group" colleagues must spend more time and energy than we in keeping professionally alert, in keeping the proverbial finger on the pulse of the passing scene, or the more proverbial ear to the ground, be it the ground or ground swell of socio-economic problems, of techniques and theory in counseling and personality dynamics, of adolescent trends and community services, or of just the availability of free guidance literature.

6. BE CAUTIOUS ABOUT YOUR PERSONAL INVOLVEMENTS IN THE PROBLEMS OF THE COUNSELING SITUATION.

Although an empathic relationship often makes for the useful ventilation of counselee feelings and emotions, as prudent counselors we must strive to act as catalytic agents, entering the reaction without becoming a part of it. For example, we must avoid the shoals of what may seem to be, or is, an interference in pa-

rental and family matters, the psychic "kick" which may attract some to playing a role of omnipotence by tending to dominate the counselee's existence, and, similarly, the possibly serious problems entailed in the emotional phenomena of transference and counter-transference.

7. EXAMINE CRITICALLY THE FUNDAMENTAL SOCIAL PRINCIPLES UNDERPINNING YOUR VOCATIONAL OR CAREER GUIDANCE ACTIVITIES.

We have a distinct responsibility to question ourselves from time to time as to the soundness of the socio-economic thought which may underlie the choice of the careers to which, comparatively, we may be giving greater emphasis;

whether we have become affected by the security of our own status and, through self-projection and the unconscious acceptance of the materialism inherent in the "success ideal," tend to encourage a proliferation of junior executives of the "grey-flannel-suit" variety;

whether from a slightly bourgeois mentality we tend, in our placement efforts, to channel our students into nice, clean, white-collar jobs in nice, clean offices where dead-end employment and stifling conformity are the order of the day, when at least some of these students could have found satisfaction and a real sense of achievement in, let us say, employment of a social service nature or in not-so-clean, more physically envigorating "manual-type" employment of the union-card variety;

whether the spirit of the social encyclicals enters our career thinking or may be sensed in the career explorations of our students;

whether possibly we envisage the fruits of purely liberal arts or academic education as being vitiated by

the very thought of the recipients' becoming actively concerned and being given definite assistance in their preparation for that world of work which exists not too far from the "groves of academe."

8. NEVER FAIL TO RECOGNIZE THE COUNSELEE'S INNER RESOURCES FOR THE RESOLUTION OF HIS PROBLEMS.

As competent counselors we must always be careful to avoid the "take-over" attitudes which characterize those counselors whose activity seems to consist of a sort of writing out of prescriptions for their counselees; and, likewise, the attitudes of extreme authoritarianism of counselors who, even before the counselee has finished his story, is "giving with the advice," having sized up the situation before it had actually been stated.

We have a responsibility to be as effective as possible in the counseling relationship and certainly one major aspect of our effectiveness is to allow the counselee to work through to a wholesome solution for himself, even though the brilliance of our perspicacity acted as a spot-light on the solution forty-two-and-a-half minutes before the interview ended.

It is really when the counselee has had a chance to verbalize his difficulties in a permissive relationship and to dissipate some of the mists of feeling and emotion that have befogged his vision that he is ready to arrive at a clarification of his problems. Counselees can often repeat our short-order prescriptions back to us without missing a word; yet we must recognize that they are then merely presenting a verbal performance on the cognitive level, without experiencing the interiorization which is theirs when permitted to effect their own resolution.

9. REVIEW CRITICALLY YOUR PROGRAM OF SERVICES FROM TIME TO TIME IN TERMS OF ITS COMPREHENSIVENESS AND BALANCE.

We can all profit from casting a critical eye occasionally on our programs of guidance and counseling services, not so much from the standpoint of its operation but from the standpoint of the diversity of its functions, its comprehensiveness and balance.

Because of our varying backgrounds, training, experience, and personalities, we are all inclined to ride our special hobby horses and at times to neglect somewhat certain areas for which we have a definite responsibility.

Possibly we are inclined to become comparatively so involved in career guidance, for example, that our counseling on a personal level may suffer, or vice versa. Similarly, we may be so taken up with administrative and operational details that the individual student may justly question our interest in him as a person.

10. NEVER LET IT BE SAID THAT YOU HAVE FAILED TO APPRECIATE THE INHERENT DIGNITY AND SUPREME ETERNAL WORTH OF EACH HUMAN BEING WHOSE LIFE YOU TOUCH.

The splendid type of counseling research which has accompanied the development of the client-centered approach has certain implications within it, expressed and unexpressed in the literature, which bring into clearer focus on an empirical and experimental basis fundamental principles concerning the human person and personality that our religio-philosophical traditions have had us realize

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RESEARCH REVIEW

THE PROFESSIONAL PREPARATION OF CATHOLIC COUNSELORS

WILLIAM C. COTTLE
THE UNIVERSITY of KANSAS

Rev. EDWIN P. WATSON, O.S.B.
ST. BENEDICT'S COLLEGE

IN a previous report guidance and counseling practices in 2,503 Catholic high schools, junior colleges and colleges of the United States were discussed (Winter 1958 issue). The present report concerns itself with the professional preparation and affiliations of counselors in these schools. It pertains only to the 615 individuals in charge of a guidance and counseling program in their institution and therefore may not reflect the professional status of other members of the staff of a given guidance program.

COLLEGE COUNSELORS

In the 140 institutions of higher learning reporting a program, there were 77 men and 63 women in charge of guidance services. Of this group, 89 were listed as religious priests, brothers or sisters, eight as diocesan priests, and 43 as Catholic laymen or women.

The PROFESSIONAL AFFILIATIONS of these counselors were as follows:

National Catholic Education Association	55	39.0%
American Personnel and Guidance Association	66	47.1%
American School Counselors Association	6	04.3%
National Vocational Guidance Association	49	35.0%
American College Personnel Association	37	26.4%
American Psychological Association	36	25.7%
American Catholic Psychological Association	37	26.4%

State or Local Guidance Association	56	40.0%
Some Other Association Related to Guidance	47	33.6%

Of the 140 college counselors responding in the survey, 100 counselors listed some GRADUATE HOURS IN THE FIELD OF GUIDANCE AND COUNSELING. These 100 counselors listed a total of 2,289 graduate semester hours in this field, which represents a mean of 22.9 graduate semester hours per counselor. Out of this group of 100 counselors, three were listed as having master's degrees in psychology; 32 as having master's degrees in educational psychology and guidance, and 11 as having master's degrees in some other phase of education. Thirteen counselors were listed as having doctoral degrees in psychology; 11 as having doctoral degrees in educational psychology and guidance, and five with doctoral degrees in some other phase of education. Of the 25 remaining counselors with training in guidance and counseling psychology, 17 had master's degrees and eight had doctoral degrees in some field not obviously related to guidance and counseling psychology.

Out of the group of 40 college counselors who failed to list the number of graduate hours they had in the field of guidance and counseling, 22 listed degrees related to this field. Some of these merely stated that they

could not recall the number of graduate hours they had in this particular field, while others gave no indication why they failed to list the number of hours they had. Of these 22, one had a bachelor's degree in industrial relations; five had master's degrees in educational psychology; four had master's degrees in psychology; eight had doctoral degrees in psychology (one in clinical), and four had degrees in some other phase of education. Of the 18 remaining counselors, four failed to list any type of degree; nine listed master's degrees, and five listed doctoral degrees in some unrelated field.

This total of 140 college counselors then represented 122 with some training in guidance and counseling psychology, and 97 whose degrees indicated training for this work.

HIGH SCHOOL COUNSELORS

The survey showed that the personnel in charge of Catholic high school guidance programs was composed of 229 men and 246 women. Of this total group of 475 counselors, 370 were listed as religious priests, brothers or sisters, 81 as diocesan priests, and 24 as Catholic laymen or women. In the girls' schools all of the counselors were listed as women, except in two cases. In the boys' schools all the counselors were listed as men. In the co-educational schools it was found that the ratio of male counselors was approximately seven to 10 female counselors.

The PROFESSIONAL AFFILIATIONS of the high school counselors were as follows:

National Catholic Education Association	282	59.4%
American Personnel and Guidance Association	75	15.8%
American School Counselors Association	32	6.7%
National Vocational Guidance Association	49	10.3%

American College Personnel Association	3	00.6%
American Psychological Association	13	02.7%
American Catholic Psychological Association	16	03.4%
State or Local Guidance Association	122	25.7%
Some Other Association Related to Guidance	73	15.4%

Of the 475 high school counselors reporting on their professional training, only 307 listed some GRADUATE SEMESTER HOURS IN THE FIELD OF COUNSELING AND GUIDANCE. These counselors listed a total of 4,510 graduate semester hours in guidance and counseling, which represents a mean of 14.7 graduate semester hours per counselor.

Out of this group of 307 counselors who listed some graduate semester hours: nine listed bachelor degrees in education; five listed bachelor degrees in social studies; 24 listed bachelor degrees in some other field and four failed to list the field in which they held bachelor degrees. Seventy-two counselors listed master's degrees in other phases of education; nine listed master's degrees in psychology; two listed master's degrees in social studies and 83 listed master's degrees in some other field. Six counselors listed doctoral degrees in educational psychology and guidance; four listed doctoral degrees in some other phase of education; one listed a doctoral degree in psychology and another in social studies, while seven listed doctoral degrees in some other field.

Thus of the 307 counselors who indicated the number of graduate semester hours they had in the field of counseling and guidance, 42 had bachelor degrees, 246 had master's degrees, and 19 had doctoral degrees.

Out of the group of 168 counselors who failed to indicate the number of graduate semester hours they had in the field of counseling and guidance,

34 listed bachelor degrees but failed to indicate the field in which they obtained these degrees. Five counselors listed bachelor degrees in education and 20 listed bachelor degrees in some other field. Twelve counselors listed master's degrees in educational psychology and guidance, 24 listed master's degrees in some other phase of education, two listed master's degrees in social studies, and 59 listed master's degrees in some other field. One listed a degree in law and four listed S.T.D. degrees in theology. Two counselors listed doctoral degrees in psychology, one listed a doctoral degree in education, and four listed doctoral degrees in some other field.

Thus of the 168 counselors who failed to indicate the number of graduate semester hours they had in the field of counseling and guidance, 59 had bachelor degrees; 106 had master's degrees; five had special degrees, and seven had doctoral degrees. It should be noted that in this group of 168 counselors, 14 obviously had graduate training in the field of counseling psychology and guidance, but for some reason did not indicate the number of graduate semester hours they had.

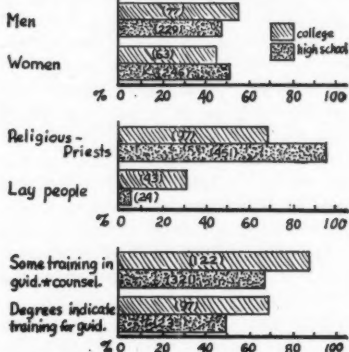
This total of 475 counselors then represented 321 with some training in guidance and counseling psychology, and 235 whose degrees indicated training for this work.

CONCLUSIONS

The 140 people in charge of guidance services in Catholic institutions of higher learning show in general adequate preparation for the job they are trying to do. However, nearly a sixth of them indicate they have had no graduate work in the field of guidance and counseling. One wonders how they can feel qualified to undertake such a task or how their superiors could condone it.

SURVEY of 615 COUNSELORS

140 in colleges—475 in high schools



About half of these college personnel belong to professional organizations in their field. The most popular professional organization among them is the American Personnel and Guidance Association, with a state or local guidance association and the National Catholic Education Association ranked second and third. This is a rather poor record of support for their professional associations. It seems to imply that about half of these people are willing to let their professional colleagues carry the burden of national professional advancement at a time when guidance services are critical in national survival.

The 475 persons in charge of guidance and counseling services in Catholic high schools indicated that 59 per cent belonged to the National Catholic Education Association. However, only 26 per cent belonged to a state or local guidance association and only 16 per cent to the American Personnel and Guidance Association. Other professional affiliations showed even lower percentages. This does not speak well for the sense of pro-

(Continued on page 107)

SOLVING GUIDANCE PROBLEMS THROUGH A READING PROGRAM

BROTHER FABIAN, O.S.F., St. Francis Preparatory School, Brooklyn N. Y.

AN ESSENTIAL TOOL

READING has always been an essential tool for effective learning and fuller living. This has been underscored by the present high-speed living and accelerated educational needs. Today's student is almost smothered by a plethora of written words—in books, papers, magazines, and television, in advertisements, on circulars and billboards.

Learning to read is a complicated business. Basically, the reader must develop skills in recognizing familiar words, in working out the relationship of letters to sounds and finally to meaning; all this he must be able to do quickly and accurately. But these skills are only a part of reading. The intelligent reader must be able to understand what he has read, to get the subtle implications that words and sentences can give him. He must be able to draw conclusions from the printed page and make his own deductions. The mature reader must consider what he reads from a critical point of view by interrelating it with his previous knowledge and experiences. He must learn to distinguish factual reporting from biased propaganda, and objective reasoning from wishful thinking.

Catholic secondary schools can provide effective developmental reading programs. Brother Fabian, founder and director of St. Francis Prep's Reading Center, proves it in this article. Brother acquired this knowledge while experimenting with his program, and had no previous training in reading techniques when he started this reading improvement campaign.

Considering these ends, the guidance department at St. Francis Prep sponsored a reading improvement program based on a variety of proven methods ranging from the easily learned sight words and word study analysis to one of visual, phonetic, and structural analysis.

SOURCE OF GUIDANCE PROBLEMS

Reading is such a complex skill that it is only possible for the grade school teacher merely to initiate the process and to develop a few of the basic skills. Reading must be developmental because as the student ascends to each higher educational level, the weight of the whole academic structure bears down on him, and makes more and more stringent demands. Consider the problem of the high school freshman. Ruth Strang, director of Columbia University's Reading Center, has estimated that from 80 to 90% of all his study activities require silent reading as a means of gaining knowledge. Study habits and skills which have been adequate in preparing the assignments of the elementary school suddenly lose their effectiveness as the new high school pupil is confronted with strange and difficult material and is asked to use reading for some wholly unfamiliar purposes. Among the changes thus ushered in with the secondary school, the following demands seem especially significant:

- 1) Greater depth of comprehension;
- 2) Improved fact-finding techniques;
- 3) Increased ability to follow directions, evaluate reading materials,

and to organize ideas gained through reading; 4) More adjustability of reading habits to various reading situations; 5) Extensive and enriched vocabulary; 6) Facility in making correct, intelligible reports on what is read.

How do our Catholic school students meet these rigorous demands? Frankly, not too well. To date, they have been lost in the vastness of reading mediocrity.

Some guidance problems are directly related to the lack of reading ability. For instance, juvenile delinquents as a group have been found to include many with reading ability far below their mental capacity. New York City's Deputy Mayor recently submitted a report on PERSPECTIVES ON DELINQUENCY PREVENTION which states that reading difficulties were reported for 75% of the delinquents in the non-school part of Children's Court; of the boys in detention at Youth House, 85% were handicapped by being unable to read books appropriate to their grade in school. Although, many poor readers avoid delinquency, the frustration caused by years of unsuccessful effort are practically certain to create inferiority feelings which interfere with normal personality development. It was this condition that horrified Dr. John Studebaker, U. S. Commissioner of Education, back in May, 1942, forcing him to report that over half a million young men were unable to meet the Army's minimum literacy test, which was set pathetically at about the fourth grade level.

THE ELEMENTS OF READING IMPROVEMENT

Reading efficiency, as recognized at St. Francis Prep, first consists of two major factors—adequate compre-

hension and consistent speed. The major step in improving efficiency therefore, is one of increasing the amount of material read during a given period and at the same time increasing the degree of comprehension. It is axiomatic that the majority of students who increase their reading speed will at the same time increase their comprehension. It is a simple matter of mechanics: two of the three common obstacles to rapid reading are also primary obstacles to comprehension. These indirectly decrease the usual rate of reading because they lessen the grasp of the content and make the entire reading process depend on the sluggish habit of concentrating on the component elements of the printed word.

Secondly, in attempting to isolate the major sources of poor reading, these are evident: (a) poor vocabulary which takes its toll in comprehension and causes reading regression; (b) vocalization or the silent pronunciation of the words by the lips or tongue; (c) simple mental apathy—a person who reads without any particular effort to read rapidly or to get the meaning as accurately and quickly as possible naturally performs far below his capacity. The latter reader trifles with inconsequential thoughts, goes off on tangents suggested by something in the reading, and thus finishes his reading after a much longer time and with less comprehension.

GUIDING PRINCIPLES FOR A READING PROGRAM

In a normal high school, these basic principles should be observed:

1. That reading improvement classes are not labelled remedial, or given a name which might possibly stigmatize the individual.



2. That remedial reading activities are made a part of the regular school program rather than an appendage thereto. Remedial work before and after school hours or during activity periods is a practice of questionable value.

3. That special assistance in reading given a pupil is extended as long as he needs it and can profit from it. Hence, reading instruction should be available at all levels of the high school.

4. That regular credit is given for the work done in the reading courses.

SAINT FRANCIS PREP'S READING PROGRAM

In view of the alarming conditions, regarding reading ability, the Franciscan Brothers in the guidance department at St. Francis Preparatory School instituted a reading program for all freshmen and opened a Reading Improvement Center in the summer for pupils from elementary and secondary schools in metropolitan New York. As this reading program begins its third successful year, it is evident that the program has been able to effect positive changes in attitude and effort on the part of stu-

dents registered in the reading course.

Because the students at Saint Francis are admitted on the basis of an entrance examination, they are a highly select group and the reading program is, for the most part, more developmental than remedial. After admission freshmen are homogeneously grouped on the basis of the orientation tests which include the Iowa Silent Reading Test, the Otis I.Q., Latin and Algebra prognosis examinations. All students in the first year are required to take two periods of English per day. One period deals with letter writing, composition, library skills and, of course, grammar.

The other session, entitled Literature, concerns itself with reading skills, vocabulary development and book reports. Each class is then split into two groups to provide closer and more-individualized reading instruction. The cost of the program is absorbed by the income from the summer reading clinic.

The following is a brief outline of the program as presented in the freshman year and continued throughout the remaining three years in a special class where the need arises.

A. TRAINING PERIOD:

45 minutes a day, 5 days per week.

B. INSTRUMENTS USED:

1. Controlled Film Projection Reader with films ranging in difficulty from seventh grade level to college freshman level. The Controlled Reader is used for increasing comprehension as well as the rate of reading.

2. Tachistoscope or flash meter used for the development of quick perception and widening of the eye span.

3. Speed Reading Accelerators with shutter descending over the printed page at a controlled speed. Used individually by students who are reading better than 350 words per minute

and have no reading disabilities. This instrument is used solely for increasing speed.

4. Phonetic Tape Recordings which is another means of word attack.

C. MATERIALS USED:

1. Iowa Silent Reading Test—forms AM and BM. One test is administered during freshman orientation and the other at the end of the year to determine the extent of progress and whether any further training is necessary.

2. Diagnostic Reading Test administered at mid-year to ascertain skills and areas of reading that still need developing.

3. How to Become a Better Reader—a Science Research Associates text by Paul Witty, and other appropriate reference books.

CONCLUSIONS

Reading is a basic skill necessary for a pupil's intellectual subsistence. A high degree of reading achievement does much to elevate and enrich the daily experience of the student and prevents some guidance problems from developing.

When no reading improvement program exists, the guidance counselors should join with English teachers in initiating one. If one is already in operation, counselors should screen students for such special training or make referrals of problem readers to reading instructors, or appropriate community agencies.

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Types & Techniques
Sr. Mary Estelle, S.S.N.D.
Mount Mary College
Milwaukee, Wisconsin

GUIDANCE THROUGH REPORT CARDS

Many high schools are using the punch-card system of grade reporting for quarterly and semester grades. In many schools the cards have been devised with a definite guidance point of view.

An analysis of such a punch-card system of grade reporting is submitted by Brother Leo Willett, S.M., of Don Bosco High School, Milwaukee 15, Wisconsin. The card specifies a cooperation mark, an achievement grade, an effort mark, and a conduct rating. The explanation of these marks are on the reverse side of the card, plus an analysis of Honors, Low Grades and Failures. The face of the card also includes the year of graduation and the student's ability group in code.

Some of the guidance advantages according to Brother Leo are as follows:

1. There are four copies of the student's report. One for the student, school office, pastor, and homeroom teacher respectively; at the end of the year the homeroom teacher's copy is placed in the student's cumulative folder.

2. Each course teacher each term tells those concerned three things:

- a. The main reason why the achievement is not higher.
- b. The achievement grade.
- c. The teacher's estimate of the student's effort.

In other words, each course teacher each term has a short CONFERENCE with the student, parents, pastor, homeroom teacher, and administration through the report system. The effort estimate results in many teachers becoming interested in and aware of test results "on file somewhere."

Analysis reports sent to the principal and registrar gives them immediate and usable data on failing students, honor students, students' rank in ability group and division, and a "fast-picture" of what is going on in each class.

Brother Leo feels that this type of report card is an effective tool in stimulating the student, personnel point of view among the faculty.

Each school can devise its own punch-card system of grade reporting according to its own philosophy and policy. The important part is to keep it simple but at the same time to effect good guidance as a result of the procedure.

PERSONAL GUIDANCE IN ELEMENTARY GRADES

This tip is from Sister Mary Euphrosine, C.D.P. from Alexandria, Louisiana, who wants to share her experience in guidance on the primary level where she thinks personal guidance should begin.

Sister believes we can start by guiding the little ones in the development of a Christlike personality. If correct ideas of Christlikeness can be instilled in them while very young, she is convinced they will be real Christophers in their adult life. Her plan is presented in a series of articles in **THE CATHOLIC SCHOOL JOURNAL**, beginning September, 1958.

Briefly, this is what Sister Euphrosine says:

"I took 'Time Out' each day, about three to five minutes to 'Talk to God' with my first grade pupils. In other words a short daily meditation. During those few minutes, I would read to them something, on their level, about the life of Christ, the Blessed Mother or the Saints. Then they reflected, that is formed a mental picture and thought a few minutes about what other people did to become holy and what other people did to become like them. During the reflection, I would help them to think by applying everyday incidents of how they could or should have acted in dealing with others. Then I closed with a short aspiration and resolution. By taking time out each day to think about God had helped my pupils to be more conscious of God's presence and a greater thoughtfulness of others."

Perhaps this procedure carried through the eight grades in the elementary school would be a splendid foundation for personality difficulties which confront the adolescent upon his transition from grade school to high school. Then, too, a program of this nature followed through the grades adapted to the specific needs of students at the respective grade level will aid in forming correct principles regarding boy-girl relationships.

Spring, 1958

MOTIVATE OCCUPATIONAL PLANNING

There is much said and written about the shortage of religious vocations. We might check and examine whether we have isolated in our presentation the concept of "sense of vocation." It was Most Reverend Richard J. Cushing, that emphasized this fact in his pamphlet **RESTORING THE SENSE OF VOCATION TO LIFE**. Perhaps," he said, "the chief reason for the insufficient number of vocations to the religious life is that the sense of vocation itself has been lost or gravely diminished among the young people of our generation. Perhaps it has been lost because it has not been cultivated sufficiently in our schools and leisure time programs, even in those cases where there has been an honest effort to awaken specifically religious vocations."

WOMEN'S ROLE IN THE WORLD OF WORK

An article in the December, 1957 issue of the "Occupational Outlook" indicates that most women will work for pay sometime during their lives and that many will spend the greater part of their lifetime at work. Other statistics about employment of women indicate the same. The Department of Labor forecasts an increase of 5,000,000 women workers in the decade between 1955 and 1965. If this is the trend it becomes necessary that teachers and counselors acquaint themselves with the opportunities in the professional, semi-professional, and service areas that are clamoring for the assistance of women. Young women in high school and in college should be alerted to the potential that is theirs and be directed to careful intelligent planning as to future possibilities in the career world. This is in addition to the great vocation of physical or spiritual motherhood in the married or the religious state.

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Planning A Career Day Program For Your School

SISTER M. JOSEPH ZEMAN, O.P., St. Vincent's H. S., Akron, Ohio

ARE YOU thinking of a Career Day program for your school? Here are six "DO'S" and six "DON'TS" which might be helpful! On the positive side:

1. PLAN THE CAREER DAY PROGRAM AS ONLY ONE SMALL PART OF AN ENTIRE VOCATIONAL PROGRAM extending throughout the scholastic year. In fact, the program should actually extend over a four-year period for each student. The Career Day supplements classroom instruction, visits by community representatives to departments and individual classes, field trips by students and teachers, outside reading assignments in fiction and non-fictional material, and extra-curricular projects of a vocational nature.

2. STRESS RELIGIOUS VOCATIONS AS A STATE IN LIFE. A choice of a career within that state must also be made. Students who feel that they may have a religious vocation prefer to conduct their investigations privately. They would rather not sign up for a lecture on "Religious Vocations" when they are not yet ready to let their classmates and teachers know that they have such a goal in mind.

3. MOTIVATE THE STUDENTS TOWARD MORE SERIOUS THINKING ABOUT THEIR VOCATIONAL CHOICES,

not necessarily in a specific way, but in narrowing down their choices to one or two fields. This is especially true for the younger students in high school—the freshmen and sophomores. Vocational interests change as experience and knowledge give new insights. Therefore, generally speaking, high school students should be encouraged to think of fields and levels of choice rather than of specific occupations. For the younger students, schedule such lectures as "good grooming" or "using leisure time." Vocational films such as CHOOSING YOUR LIFE WORK or APTITUDES AND OCCUPATIONS (Coronet) are thought-provoking.

4. CORRELATE VOCATIONAL INFORMATION WITH EDUCATIONAL GUIDANCE PLANS. Such phases of educational guidance as electing suitable high school subjects, choosing a college, financing advanced education, possibilities of local employment, and personality traits required for success should be considered. Suggested topics might include "preparation for college," "what shall I consider in choosing a college," "trade schools," "military obligations," and "educational guidance". (an explanation for freshmen, sophomores, and juniors of next year's course contents, required and elective).

5. PRESENT THE VOCATIONAL MATERIAL SO THAT THE STUDENT IS CAPABLE OF UNDERSTANDING IT. It should not be too technical nor should it be monotonous in techniques of presentation. Instead of speakers for

The author collaborated with your Editor in compiling these helpful hints during the 1957 Annual Guidance Institute at Fordham University. Most of these points were actually tested and found useful at St. Francis Preparatory School, Brooklyn.

each lecture, variations such as a panel of speakers, a movie, a demonstration, or any other technique which guarantees variety should be employed. Capitalize on student talent. For example, a panel of school newspaper staff members might plan and present the requirements for success in scholastic journalism for the benefit of freshmen interested in writing for the paper.

6. ORGANIZE AND INTEGRATE ALL DETAILS WITH PRECISION—choice of topics to be used for lectures, selection of speakers to be invited, assigning of students to workshops, checking of attendance, provision for welcoming and introducing speakers, discipline during the lecture session, operation of projectors and film strip machines, and adequate space for parking of visitors' cars. Synchronizing these details demands a co-ordinator who is in contact with speakers, school administration, faculty, maintenance staff, and students.

So much for the positive side! This looks like a staggering assignment, doesn't it? But there's more to it! Now the negative aspects:

1. DO NOT IGNORE THE LIMITATIONS OF YOUR STUDENTS BY CROWDING TOO MUCH INTO TOO LITTLE TIME. Plan morning rather than afternoon talks, taking advantage of mental alertness and better behavior on the part of the students before noon. Schedule the Career Day at a time in the year which will not interfere with preparations for some other school event which makes demands upon student attention.

2. DO NOT FAIL TO UTILIZE STUDENT ENTERPRISE TO THE MAXIMUM IN ALL THE VARIOUS DETAILS WHICH MUST BE CARRIED OUT. Student leaders are flattered to be chosen as chairmen and are capable of composing their own brief introductory

speeches. A short practice gives them confidence. National Honor Society members are qualified "hosts" and "hostesses," meeting guest speakers at school entrances and conducting them to designated places. Typing and letter composition, under the guidance of the business teachers, can be made a part of classroom work.

3. DO NOT ASSUME THAT ALL SUCCESSFUL PERSONS ARE EQUALLY SUCCESSFUL IN TALKING ABOUT THEIR WORK. The National Association of Manufacturers and Chambers of Commerce often have lists of suitable speakers. A faculty meeting will bring to light many possible leads. Graduates and parents are splendid resources to tap, and nearby colleges and universities are always generous with the services of their personnel. Be wary of inviting representatives of private trade or industrial schools, because their presentation is likely to degenerate into a sales talk for their school. They may be able, however, to supply good speakers, fine movies, or demonstration material. If you wish to invite them, insist that they limit their sales talk and set the limitations.

4. DO NOT NEGLECT TO ORIENTATE THE SPEAKERS. Work out an outline with each one, suggesting varying techniques and facts to be included by lay speakers who are sometimes a bit fearful of teen-agers in groups. Tell them how many students will be in the group, the approximate age and character of the group, types of rooms available, and any other pertinent information. If the speaker prefers an outline, have a general vocational outline all prepared to send in the next mail.

5. DO NOT OVERLOOK EMERGENCIES THAT MAY ARISE—a speaker who does not appear, for example! Plan

a general topic or a movie for a large assembly room or auditorium. The group left without a speaker may be transferred to the larger assembly and profit from the lecture or movie.

6. DO NOT DISREGARD THE IMPORTANCE OF EVALUATING THE RESULTS OF THE PROJECT. This may be accomplished by assigning a faculty member to each lecture session. If possible, it is best to appoint one who knows the speaker or the career, and, of course, one who is a good disciplinarian. The faculty members, in addition to checking admission cards against a list of names of students who registered for the lecture, could summarize the lecture with their personal reactions and comments on the speaker and students. This summary should be kept on file for reference in planning future schedules and choosing speakers.

Time should be provided for discussion between students and home-room teachers regarding the facts presented by speakers or by moving pictures. Subject matter teachers might delve into the material more thoroughly from a different angle. Any misunderstanding which a student may have obtained can be ironed out. New ideas may be brought up and submitted to the lecturer by mail if the teachers are not able to answer all the questions.

These are only a few cautions to observe in planning a Career Day Program. It can be a truly stimulating, exhausting, delightful, and very valuable experience for most of the students and for all of the teachers. Good luck with YOUR Career Day program!

Have you read the address to psychologists given by Pope Pius XII on April 10, 1958? Write for a copy of this statement from the W.C.W.C., in Washington, D. C.

The Morality of Psychological Tests

(Continued from Winter, 1958 issue.)

The second part of a reprint from the BOSTON PILOT, September 21, 1957. Msgr. Thomas J. Reilly, Rector of St. John's Seminary, Brighton, Massachusetts, is the author.

A whole new area of applied psychology has been opened up, in which trained specialists aim to increase human efficiency and facilitate personal adjustment. In general, this new branch of psychology involves two kinds of activity: that of vocational guidance, in which psychologists aim to help those who are starting in life to find the field most suited to their natural aptitudes; and that of employee selection, in which psychological techniques are utilized in arriving at practical conclusions regarding the hiring and rejecting of applicants for work.

Whereas formerly psychologists were associated almost exclusively with institutions of learning, and came into relation with other fields only in advisory capacities, today more and more psychologists are in the employ of business firms and governmental agencies. The rapidly growing field of vocational guidance, represented today in almost every college and secondary school, is open to those who have had specialized training in psychology.

SOCIAL MORALITY

Employers who make use of the services of trained psychologists have corresponding obligations which issue from the principles of social morality. THE EMPLOYER MUST NOT REQUIRE AS A CONDITION OF EMPLOYMENT THAT APPLICANTS SUBMIT TO PSYCHOLOGICAL EXAMINATIONS WHICH PENETRATE INTO THE DEEP AND INTIMATE

SECRETS OF THEIR PERSONAL LIFE.

An employer has the right to know whether or not a prospective employee is competent for the work for which he is being considered. He has just reason, to be sure, for being concerned about the personal habits and the emotional stability of his employees; but he may not seek this information by direct exploration in areas which are naturally secret and which the applicants are naturally reluctant to reveal. The employer may not, therefore, demand that the psychologist make known to him any information gained in the course of a legitimately conducted aptitude test, save to the extent that this information has a relation with the applicant's fitness for the position for which he aspires. Nor should an employer attempt to force his psychologist to make use of careless and superficial examinations which would be at variance with the demands of scientific technique.

Employers, finally, and all those who must make final decisions in cases of promotion or rejection, should be cautious and prudent in estimating the value of judgments presented to them by psychologists. Psychologists are not always in a position to view comprehensively the requirements of the firms or institutions which they serve. A psychologist can make a mistake, on the side of either severity or lenience, simply because he overlooks some element in the subject's aptitude or shortcoming which would be significant for one of broader vision. He may err likewise by interpreting his findings too narrowly in relation to his own experience, without sufficient regard for requirements and possibilities which may be evident to those in positions of executive responsibility.

The prudent administrator will know just how much value to place on the reports of specialists in psychology. He will be slow to disregard their positive recommendations, but he will avoid the danger of accepting invariably and without further consideration the judgment of those who, despite their competence in the field of psychology, must of necessity view the problems of the firm or institution from the position of an outsider.

Those who submit to psychological tests have the right to demand that these tests be regulated according to the principles which have been indicated. They must not refuse the examinations of competent psychologists when they are directed towards legitimate objectives and conducted in accordance with scientifically and philosophically sound methods. Young persons particularly should welcome the assistance of trained vocational counselors in their efforts to discover the kind of occupation in which they are most likely to be successful.

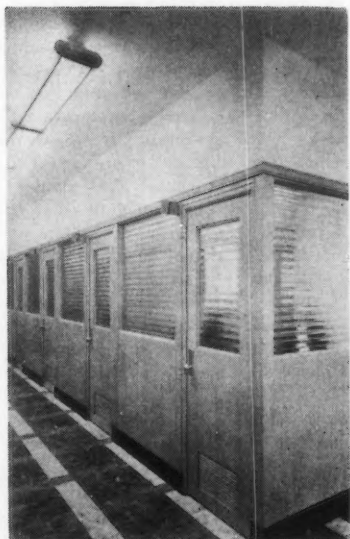
On the other hand, all who must work for others are justified in protesting against psychological tests which violate their personal dignity or which are used as starting points for unwarranted conclusions. If a person is to be characterized as psychologically deficient, this conclusion, it would seem, should be arrived at after extensive observation, and not based upon any series of limited tests. Lack of aptitude in one field does not always establish lack of general power of adjustment. Psychological tests should aim to discover and organize human abilities; they should not establish arbitrary standards by which human abilities will be constituted and measured.

Providing Facilities for a Guidance Center

ONE of the problems facing an administrator in a Catholic school is lack of adequate facilities for a guidance service. Too often, the school is built without thought of providing space for a counseling center. Movable interior steel walls offer a simple solution to a job of converting the existing rooms for guidance purposes; they also deserve consideration from those planning new buildings who want to set up satisfactory quarters for a student personnel service.

As a service to the readers of *THE CATHOLIC COUNSELOR*, your editor collaborated with representatives of the E. F. Hauserman Company of Cleveland to illustrate how a conventional classroom (32' x 22') could be reconverted into a guidance area. This firm was selected because it is a pioneer in the movable interior industry and makes a product of acknowledged quality. Steel walls were chosen over other types of movable interiors because:

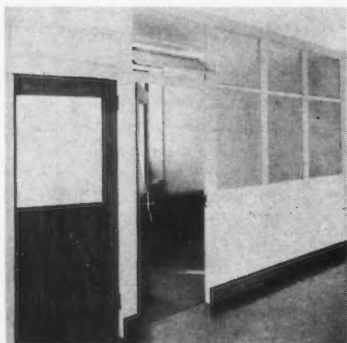
- (1) they are attractive and sturdy, with permanent finishes;
- (2) they provide effective sound control by reducing transmission and by efficient sound absorption;
- (3) they permit quick and inexpensive changes for rearrangements or expansions that keep pace with educational progress;
- (4) they offer greater fire safety and utility access for repairs and additions;
- (5) they offer endless variations in color, style of finish, bulletin boards, glass partitions and other accessories that blend together for harmonious, modern, and efficient interiors; and
- (6) they are economical from every viewpoint, whether it be initial cost, maintenance, or movability.



A—Three counseling offices and a storage room employing glass partitions and a filler above; the air is circulated through a louver in the door.

While permanent outside walls can be made of steel partitions over brick or cinder block (as in picture E), the diagram on the left presumes that four exterior walls already exist in this room. The room is divided in half by steel partitions which provide entrances into four small areas (8' x 12'). See picture A for a comparable layout. To cut costs, it is now possible to obtain a specially constructed flush wooden door for use with the steel partitions. (See picture B) Three of these doors would lead into private counseling cubicles, while a fourth room would be available for storage and clerical work.

These rooms would be separated by a half steel and glass partition; a



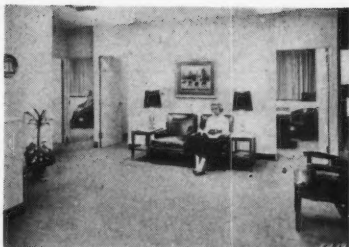
B—Ceiling high, steel-glass partitions with transom above the flush wooden doors.



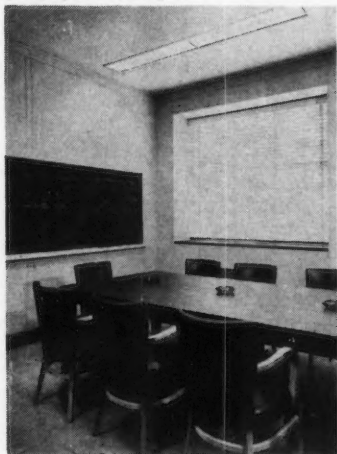
C—Interior of the offices which are separated by a steel-glass partition finished with a grain effect.

of bulletin board material, divides the secretary's area from a small conference room. (See picture E). Actually, by using magnetic thumb tacks, every inch of this steel wall can be used to display materials. This conference area could be employed for group counseling, reading instruction, or parent sessions.

The partitions can be ceiling high, or contain a filler made of mineral board (sheet rock). Wainscot or interior linings can be made of a steel substance. The wall finish can be plain or grained. The various photographs illustrate the idea of a transom above the door for air circulation, or a louvre in the door. These partitions can now be bought for as low as \$18 per lineal foot.



D—A waiting room set apart from offices by all steel wall which goes right up to a soundproof ceiling.



E—A group guidance room utilizing steel partitions on exterior walls.

Movable steel walls can offer truly flexible, functional, and economical interiors that permit the speedy installation of a guidance center in any building setting. They are a practical answer to the harried administrator in a Catholic school who wants to make quick, but adequate, provision for a guidance department. (Further details on this topic can be obtained by writing directly to the engineer who assisted with this feature article—Robert J. Speaker, E. F. Hauserman Co., 21 East 40th St., New York 16, N. Y.)

purely on the level of problems relating to counselors in Catholic Schools, are the local Catholic Guidance Councils that are springing up throughout the country. Too, some religious communities provide an opportunity for the regional meetings around some topic of interest. But whatever professional group you select, membership alone will not assure professional development. The passive listener may be entertained but he isn't learning. And the acquisition of professional competence demands that the will of the counselor become actively and positively engaged in the learning process.

Fringe benefits of membership in a professional association are the various journals that payment of dues provide. The articles in the *PERSONNEL AND GUIDANCE JOURNAL* satisfy a wide variety of reader interest. They are neither too elementary nor too technical for enjoyment and profit. *THE VOCATIONAL GUIDANCE QUARTERLY* is replete with one page "how-to" articles that the busy counselor will find stimulating. *THE SCHOOL COUNSELOR* is another, and I need not mention *THE CATHOLIC COUNSELOR* of which we are all very proud. The journals contain provocative ideas that challenge the imagination and stimulate experimentation.

In-service training meetings where the student personnel staff takes responsibility for preparing some aspect of the program is another excellent device. In order to prepare for such meetings we cannot escape reviewing the recent literature and thinking critically about it, with the result that we often reorganize our own thinking on some topic. This provides a refreshing new look that stimulates and improves our counseling.

Formal course work for the partially trained is a must. An occasional course for the well trained sets the stage for rethinking. Audit a course, take a course, give a course. The well-worn comment "Those who can't, teach" does not apply to teaching counseling. If the opportunity to teach a course is remote, why not train an individual in guidance. We certainly are short-staffed, and if we can train someone else, they can assist us. No aspect of self training is more effective than trying to train another. It plunges us into seeking further knowledge and formulation. We must justify what we do, and so we are forced to think about whether this is the best way.

Let us not overlook the value of guidance conferences and workshops. Or, if you have never had supervised experience, why not spend part of a summer vacation acquiring such experience,—preferably in a setting different from school. A local community guidance service, or a hospital with a rehabilitation program would provide the trained volunteer with supervision, providing the arrangements were made in advance and you were willing to give definite hours for a specified time.

Counselor deterioration can easily become an occupational disease. The vaccine of self appraisal is a powerful immunizer. There are many ways in which we can check on how well we do. Try recording your interviews periodically. The playbacks stimulate critical thinking, and often effect a change in technique. Or, if you do not routinely write formal case reports, occasionally formulate your diagnostic thinking with the aid of paper and pencil. The discipline of putting down in black and white your evaluation of a client will help to re-

focus your thinking. Or why not make periodic recapitulations of the progress on individual cases? This may do wonders for your morale or it may cause you to take stock to see where you may be going afield. Another useful device is to make a tally now and then of the occupational selections of your clients over a period of time. If too many have chosen the same general areas, if there are too few original ideas, you may be stale. A refresher is definitely indicated.

Self appraisal alone is not sufficient. Are we growing in relation to the community? Service on community committees with professional workers of other disciplines helps us to think about our own profession in a different light. In the endeavor to be accepted on an equal professional footing by workers in other fields, we find ourselves thinking critically once again about essentials in our field. This increased professional awareness, of necessity, liberates us from practice that may have become hum-drum, routine and stereotyped. We return to our job with renewed vigor and a fresh new viewpoint.

A fruitful source of rejuvenation for those with the requisite ability, training and experience, is the preparation of worthwhile articles for the professional journals. There is no sterner task-master to compel one to do the reading and reflective thinking that cannot help but result in increased professional growth.

Some of these methods apply to all counselors, some to a few. But all practitioners have an opportunity, and perhaps an obligation, to submit the tools they use to periodic and systematic testing. What works in one environment may have a totally different effect in another. For ex-

ample, an author's claims that a test gives results equivalent to a previous edition needs to be verified on our population. Or a time honored textbook may advocate one approach over another. All that is needed is a little imagination, coupled with some common sense, in order to set up small experiments that test the effectiveness of our tools, our methods, and our procedures. The stimulation that comes from these limited local experiments goes a long way toward providing the incentive for the broader basic research that is so urgently needed in this field. Frequently counselors bemoan the fact that funds to do thus and so in our programs are not available. Why not investigate how finances can be secured from foundations and other organizations that sponsor research? Too few of our schools and guidance programs are tapping the funds that are available for experimental purposes. The challenge of designing an acceptable research project is the energy food on which professional development grows healthy.

If our counseling is to be more than conversation, more than advice-giving, if we are to meet the challenge of ever changing clients, of a rapidly growing professional field, of competition with the basic instructional functions in an era of threatened decrease in so-called luxury services, then each one of us has an obligation to remember that practice increases proficiency only when it is accompanied by critical thinking, rigorous evaluation, and a drive for continuous growth. In short, the survival of guidance as a profession is in direct relationship to counselors' acceptance of responsibility for continued professional development.

(EGAN—Continued from page 80)

"globally" but possibly without a distinct immediacy and what I might term "situational understanding."

Thus not only from the standpoint of our religio-philosophical convictions but also from the standpoint of counseling experiences subjected to the detailed analysis of psychological research, we have come to appreciate more fully the impact that ACCEPTANCE of the client has upon the counseling relationship; "acceptance" in the meaning of consciously and non-consciously allowing for the counselee's sensing within us the attitude:

"I take you for what you are, for what you yourself can make of yourself by your striving, for what you represent in the eyes of your Creator as so precious and unique a being, fashioned to His very image; despite your limitations and your drawbacks, and especially in face of the self-rejection you are experiencing, the derogatory concept you have formed of yourself, and your loss of self-esteem because of your 'flubbings' and your frustrations, your failings and your lack of self-realization—because I can 'love the sinner without loving the sin.'"

As a final word: although these considerations have been "directive" even to the point of being phrased in the form of "commandment," any real value they may have may come from more complete explorations of their implications and from analysis of a more detailed nature at meetings such as this. Even if, in our discussions, we may disagree violently on approaches, techniques, and practices, fortunately, our common philosophy of life has us in agreement on basic principles.



Readers' Forum

I want to thank you for suggesting the Catholic guidance program as a JUBILEE feature.

However, we have so many educational articles planned that we are unable to consider anything else at the present.

EDWARD RICE,
Editor, JUBILEE,
New York 16, N. Y.

(Ed. Note: If you disagree with Mr. Rice and think the significant advances in the Catholic guidance field warrant a feature story in this magazine about "The Church and her people," why not write and tell him. Many parents would benefit by knowing what Catholic schools are doing about guidance.)

* * *

Space confinements do not permit us to publish the many fine letters of congratulations on the steady growth and improvements of THE CATHOLIC COUNSELOR. However, we are grateful for each and every one.—THE EDITOR.

* * *

Recently, I borrowed a copy of your publication and as a result I am forwarding my subscription. The first issue which I read and enjoyed was the Autumn, 1957.

Being an ex-seminarian, I avidly read Fr. Vaughan's article, "Counseling the Former Seminarian." I agree with many of the fine points that Father made but I feel that he went overboard on the aspect of guilt and failure. That there are some former seminarians with a guilt complex, I do not deny, and that we should do something for them is also evident. Yet, I think that he failed to hammer home the real solution to this problem.

After seven years behind the seminary walls (from the age of seventeen to twenty-four) I came out into the world and apparently have made the necessary adjustments. But not once during the past five years have I been assailed by feelings of guilt or failure. There is only one reason

for this and it is the counseling which I received from my spiritual father BEFORE I left the seminary. When I left the seminary I was convinced that I was doing God's will as perfectly as I would have if I had remained. If there are any doubts, then they must be treated as temptations.

We should help the former seminarians who are now in trouble, but there would be fewer in trouble if they were properly counseled before they left.

THOMAS F. McGRAIL.

Guidance Director.

Dracut High School, Dracut, Massachusetts.

* * *

I have been counseling juvenile Catholic delinquent girls in a State Institution. Realizing that this position is unique, I would be happy to read of some one else who might have ideas on this field of work.

SISTER MARY KATHLEEN, O.S.F.,

Religious Counselor.

State of Minnesota Home School for Girls.

* * *

Your letter of February 18, 1958, addressed to Secretary Marion B. Folsom, requesting a statement from him for the Spring issue of THE CATHOLIC COUNSELOR, on how the Administration's education proposal to strengthen guidance and counseling services in secondary schools would affect guidance personnel in private secondary schools, has been referred to this Office for reply. The Secretary regrets that the pressure of his duties makes it impossible at this time to personally prepare an

article for the "Counselor," and has asked me to express to you his appreciation for your interest in the Department's legislative program.

As you know, the Administration has recommended enactment of legislation which would authorize a four-year Federal program to strengthen and improve our educational system in those fields in which there exist critical deficiencies which pose a threat to our national security. Among these deficiencies is the tragic loss of talent which occurs when a large number of our most able young people do not continue their education beyond high school. Title I of S. 3163 (and H. R. 10278 and H. R. 10279), which embodies the recommendations of the Administration, is designed to assist in overcoming this deficiency through the early identification of student aptitudes and abilities, improved counseling and guidance services, and the award of a limited number of Federal scholarships for able high school graduates who need financial assistance to continue their education.

I am enclosing for your publication an analysis of our proposed legislation together with a Fact Sheet covering the testing, counseling and guidance, and scholarship proposals.

We appreciate your interest in our legislative program and hope that this information concerning it will be helpful to you.

RALPH C. M. FLYNT,

Director, Laws and Legislation Branch,
Dept. of Health, Education & Welfare, U. S.
Office of Education, Washington 25, D. C.

(Ed. Note—Recently newspapers outlined the Federal Government's proposed bill for financial assistance to education. Since stress was placed in this "Educational Development Act of 1958" on the development of guidance services and scholarships, even in private schools, your editor wrote to the Secretary of Health Education and Welfare for a statement on this projected legislation. It certainly indicates an important trend of which every Catholic school administrator should be aware. The reply is reprinted above. Secretary Marion Folsom stressed that in these perilous times our Nation cannot afford to tragically waste the talents of its young people. National security requires greater effort to encourage fuller development of the talents of youth through better education and guidance. Since we heartily agree on this important matter, excerpts are presented on the following pages from the fact sheet prepared for us by the U. S. Office of Education. You are urged to write to your Congressmen in support of this bill since it will also aid private schools.)

Statement of MARION B. FOLSOM

Secretary U. S. Dept. of Health, Education, and Welfare
ON TESTING, GUIDANCE AND COUNSELING SCHOLARSHIPS

Today as never before our country needs broadly educated men in science and engineering, teaching, business, government, and other professions.

And yet much of the talent inherent in our young people is lost because many potentially capable students drop out of school too soon.

In these perilous times the Nation simply cannot afford such a tragic waste. National security requires a greater effort to encourage fuller development of the talents of our young people.

SUMMARY OF

FEDERAL EDUCATION PROPOSALS ON TESTING, GUIDANCE AND COUNSELING, AND SCHOLARSHIPS

Thousands of America's best young minds—potential scientists, teachers and leaders in many fields—are foreclosed from college training each year. A number of studies have shown the serious dimensions of this problem.

One study concludes that probably one-half of the top 30 percent of the Nation's high school graduates do not go to college. The number of top graduates who end their education with their high school diplomas each year was estimated at 120,000 to 200,000.

"This is a serious waste of intellectual resources which should not be overshadowed by the rising tide of college enrollments," the study concludes.

Another study, sponsored by the Commission on Financing Higher Education, was based upon 1951 data of 18-year-olds and high school graduates. These conclusions were drawn: Of approximately 528,000 18-year-olds in the top quarter of ability, 1 out of 5 dropped out of high school before graduation. Of the 422,000 who did graduate, 219,000 or 52 percent went on to college. Of the 203,000 superior graduates who did not go on, about three-fourths might have gone to college if they had been offered scholarships.

In addition to superior students who graduate from high school but do not go on to college, a substantial number of talented high school students drop out of high school before graduation. A report of the Commission on Human Resources and Advanced Training shows that every year about 52,500 students in the TOP 25 PERCENT OF ABILITY drop out of high school before graduation.

The administration proposes three measures to help reduce this waste of the Nation's intellectual resources.

These include:

Improved testing of student aptitudes and improved cumulative records so that the potential abilities of students can be better identified at an earlier stage in their education.

Skilled counseling to encourage talented young people to stay in school, to work harder in academic courses, and prepare for college.

Scholarships as a further incentive for those with great potential talent who are now barred from college by its costs.

TESTING

Testing for aptitudes and abilities has proved its value in guiding students into educational activities and careers best suited to them.

In a study conducted at the University of Missouri over a period of years, it was found that by using a testing system combining high school achievement and scholastic aptitude, it is possible to determine 9 times out of 10 whether more able students will succeed in college.

Aptitude tests have also proved effective in measuring abilities for specific fields. In a study by the Educational Testing Service it was shown that even among the top 10 percent of high school students, 1 out of every 5 picked on the basis of grades alone as having outstanding abilities in engineering, did not live up to expectations in college. When scholastic aptitude tests were combined with an analysis of high school grades, only 1 out of 12 did not do as well as expected.

RECORDS

Only 6 States require their schools to maintain cumulative records on their students. Yet millions of children change schools each year. During 1956, of our total population of 38,219,000 children between 5 and 17 years of age, more than 7,000,000 moved from one place to another.

COUNSELING

Most authorities recommend one counselor for each 300 students. Thus, for the approximately 8 million public secondary school students, we would need more than 26,000 counselors. An estimated equivalent of 11,000 full-time counselors were employed in the school year 1956-57, leaving a current shortage of 15,000.

Colleges and universities were graduating only about one-half as many counselors in 1955-56 as were being requested by schools. Further, only about one-third of the counselors now employed meet the professional standards that most States have set up.

An experimental study in New York State extending over several years indicates the value of student counseling. The progress of a group of students receiving guidance services in a high school was compared with that of a matched group in the same school receiving no organized guidance. Only 10 percent of the group without counseling became honor students in high school, while 27 percent of the experimental group made honor grades. After graduation from high school, 53 percent of those who had the benefit of counseling services went to college. Only 35.6 percent of those without counseling services sought a higher education.

A survey of California junior high school students showed that many had never had the help of a counselor; nearly half said they needed more counseling, but that teachers did not have time to help them. One-half of the 9th grade pupils said they had not received enough information about possible careers.

FEDERAL PROPOSALS

Federal grants would be made on a fifty-fifty matching basis to help finance improved testing of students, the development of cumulative records of student aptitudes and interest, and expansion and improvement of guid-

ance and counseling services. It is proposed that testing begin AT LEAST by the 9th grade and be repeated at least once by the junior or senior year of high school.

The tests and other steps involved in the "talent conservation" program would be developed cooperatively by the States, local communities, and schools themselves under the general programs of State education agencies.

Each State would first be allotted an amount equal to \$1.25 for each pupil in grades 9 through 12 in public and PRIVATE nonprofit schools in the State.

In States not authorized by law to appropriate funds for private schools, the Commissioner of Education would be authorized to make arrangements for testing of students in the private schools. The cost of these arrangements would also be met on a fifty-fifty matching basis, and the Federal share would be limited to \$1.25 per private school student in grades 9 through 12. These funds could be deducted from the amount allotted to the State.

The Commissioner of Education would be authorized to make grants or contracts with colleges and universities to enable them to operate short-term or regular session institutes to train or improve the qualifications of counselors. The colleges and universities would pay stipends to these counselors. The colleges and universities would pay stipends to these counselors while attending classes.

Estimated appropriation requirements for the testing, counseling and guidance programs range from \$16,275,000 the first year to \$24,800,000 in the fourth year.

SCHOLARSHIPS

Just as testing and record keeping have only limited value unless followed up by skilled counseling and guidance, so too does the most skilled guidance become meaningless if a talented student—encouraged to prepare for higher education—can't get the money to pay for it.

Considerable financial aid to college students is available from private, State, and Federal sources, and from colleges and universities. But most of the scholarships are not large enough to pay even the major costs of going to college.

Under the proposals, the Federal Government would provide funds for scholarships of up to \$1,000 a year for 4 years to the most capable students unable to pay for a college education. The scholarships would be awarded and administered by State scholarship commissions or boards. Recipients would be selected on the basis of relative ability and need, and the amount of each scholarship would be determined by the extent of need.

The Federal funds would be allocated among the States on the basis of the relative number of public and PRIVATE high school graduates in each State in the most recent year for which figures were available.

Each student would be free to choose his college or university and his course of study. Preference, however, would be given to students with good preparation in or high aptitude for mathematics or science.

It is estimated that the appropriations proposed for the scholarship plan would finance about 10,000 scholarships each year during the four-year program, or a total of 40,000.

Counselor Techniques With Those Who Seek Vocational Guidance

BARBARA ANN BECHER, Fordham University, N. Y. C.

Guidance, counseling, and psychotherapy, insofar as they are all inter-personal relationships, are best directed to the benefit of the person as a whole (whether he is approached singly or through a group, directly or non-directively). Although each individual student is indeed unique, he may possess any number of characteristics that are common to a group. Thus, it is that the college counselor, when he is working in the area of vocational choice, finds that persons who seek vocational guidance or assistance consistently present common types of problems. A knowledge of these problem types and their characteristics becomes helpful in understanding the **INDIVIDUAL PERSON**.

1. **THERE IS THE TYPE OF VOCATIONAL PROBLEM THAT IS PRESENTED BY STUDENTS WHO ASK ONLY FOR SPECIFIC VOCATIONAL INFORMATION.** The questions of such students can generally be resolved directly through the counselor discussion, through vocational literature recommended by the counselor or, through a referral to some other person who possesses knowledge or experience which is pertinent to the student's questions.

2. **THERE IS THE PROBLEM OF**

The author is a staff psychologist at Fordham's Office of Psychological Services. Originally, this was an address presented at the Metropolitan Catholic College Counselors meeting which provoked lively comment. See editor's note at the end of the article.

THE STUDENT WHO COMES TO THE COUNSELOR WANTING CONFIRMATION OF HIS VOCATIONAL CHOICE. For some of these students a professional specialist's approval which can be provided by the counselor during an interview is sufficient to satisfy their need for reassurance and support. Other students who fall into this group require support of a more concrete nature. Such students often present themselves at the counselor's door or the secretary's desk saying only, "I want to take some tests." Since the counselor should always deal with the whole person, it is important in a vocational situation to attempt to satisfy a student's **EMOTIONAL** needs, in addition to his **VOCATIONAL** needs. Therefore, tests ought not to be denied these students even if, after interviewing the student, the counselor believes that tests were not really needed. In these instances the administration and interpretation of some type of interest inventory is generally sufficient to satisfy the student that his vocational choice is a valid and realistic one. Frequently, however, when dealing with this type of client, the counselor's task is not so easy as outlined. Often the student seeks confirmation of a vocational goal which is far from realistic. Some suggestions for dealing with the problem posed by this type of student will be presented in connection with the fourth type of problem manifested by students seeking vocational guidance.

3. THE COUNSELOR FACES THE PROBLEM OF THE STUDENT WHO CAN NOT DECIDE BETWEEN SEVERAL TENTATIVE VOCATIONAL GOALS. A personal interview with the counselor enables this student to verbalize the pros and cons of each area or occupation, and also provides him with an opportunity for self-evaluation. Such an interview, perhaps supplemented by occupational literature or the type of referral previously mentioned, may be all that is needed to enable the student to make an intelligent decision. Frequently, this is the case when the student is considering several choices that lie within a single area.

Often, however, the student is debating between two or more choices that encompass totally different fields. Such students can usually be best directed toward making an intelligent and realistic choice when the individual interview is supplemented by the administration of a battery of tests.

ADMINISTERING AND INTERPRETING TESTS

Before proceeding further it would be well to make a few comments on the administration and interpretation of tests. Any battery of tests used in vocational guidance should be directed toward estimating the student's interests, aptitudes, and personality. The choice of particular tests should be dictated by the needs of the individual and the nature of his problem, as well as by the competencies of the counselor and his particular preferences. Frequently, counselors will omit the personality area from their test battery on the assumption that students will object to answering questions about their personal life and will feel that projective tests or paper and pencil tests of personality are totally unrelated to their voca-

tional problem. However, a test need not have face validity to be accepted by an individual provided that, prior to testing, the counselor explains the relationship between the factors measured by a specific test and vocational adjustment. A practical explanation of the roles played by interest, ability, and personality in assuring job success and happiness is generally sufficient to make even the **DRAW-A-PERSON TEST** or the **RORSCHACH TEST** acceptable to a student as part of a vocational test battery.

Where tests are given, the interpretation of the tests results to the student is another extremely important aspect of vocational counseling. Here the counselor should not be content merely to inform the counselee of his numerical scores (on tests where this is feasible). Scores can be interrelated and interpreted to the counselee in terms of job analyses, descriptions, and qualifications. Discussion of the tests data in this manner should enable the student to eliminate a great number of occupations and should encourage further consideration and investigation of others.

In working with the student who is trying to choose between two or more occupations a careful interpretation and discussion of test results is frequently the final step in assisting the student to make a decision. However, as indicated above, the student may decide to focus his attention on a goal which appears to the counselor to be unwise. Here, additional techniques are indicated and will be discussed below.

FURTHER VOCATIONAL CONFUSION

4. THE COUNSELOR FINDS HIMSELF CONFRONTED BY THE PROBLEM OF THE STUDENT WHO IS VOCATIONALLY DISORIENTED

TO THE EXTENT THAT HE HAS "ABSOLUTELY NO IDEAS" OF WHAT HE WANTS TO DO. For such students an interview with the counselor can be helpful in highlighting unrecognized interests and abilities, and in uncovering any personal or environmental pressures, influences, or attitudes which might be affecting his vocational orientation. It can also serve as an introduction to the numerous vocational areas or specific occupations that are available to him on the basis of his educational background, his past experiences, and any interests, abilities or personality characteristics that he may verbalize. The interview can be followed by referring the student to vocational literature dealing with the areas discussed. More often, however, the solution is not so simple. Following the interview, further discussions and the administration and interpretation of a battery of tests, such as has been discussed above, may be indicated. After test results have been interpreted and discussed with the student, he should be permitted and encouraged to investigate further and to consider, at his leisure, any insights of information which he may have derived thus far from his contacts with the counselor. Finally, he should be encouraged to return for another interview.

The student may return to the counselor in any one of several frames of mind. First, he may come back with a realistic vocational goal and the wish to have the counselor confirm his choice. If the choice is a wise one, the counselor should support it and offer encouragement and praise to the student for his efforts in attempting to solve his problem. Second, the student may return to the counselor with several tentative choices. Now, his problem falls into

the third classification which was discussed.

On the other hand, the student may return with a decision which appears to the counselor to be unsound or unwise. In such an instance, the counselor should prudently examine his own reasons for thinking or feeling that the student's choice is not a good one. Perhaps he has overestimated, underestimated, ignored or failed to consider certain factors which the student finds to be of primary importance to him in reaching a decision. Such a self-evaluation may well result in the counselor's revising his opinion of what he considers a "good choice" for this person. However, he may find sufficient grounds for persisting in his belief that the student has made an unwise decision. It is best not to communicate this impression directly to the student. Instead, the counselor might point out to the student certain points that he may have failed to consider or factors that he may have neglected to weigh adequately in reaching his decision. Being careful not to lose rapport with the student, the counselor should encourage the student to reconsider his decision. Should the student persist in an outlook which is unrealistic, the counselor should NOT convey to the student the impression that he is just "hopeless." He has the right to make what the COUNSELOR CONSIDERS a mistake. The counselor should attempt to interest the student in further counseling—vocational OR personality counseling. If the student indicates that he feels no further need for continued contacts, the counselor should do whatever he can to enable the student to feel that the counselor's door will always be open to him.

VOCATIONAL INDECISIONS OR CHANGES

Obviously, the student may also return without having been able to make even a tentative choice. The possible reasons for his inability to come to a decision should be discussed with the student. In such cases, it is frequently found that the personality or emotional factors are operating detrimentally and that personality counseling is indicated. Such counseling will generally have more meaning to the student and be more acceptable to him if it can be handled by the vocational counselor. Of course, whether or not this is feasible will depend upon the qualifications of the individual counselor, the extent of the personality or emotional involvement, and the degree of rapport which exists with the student. Where it is not possible for the vocational counselor to undertake the personality counseling, the student should be referred elsewhere within the guidance service or to an outside agency.

5. ONE ENCOUNTERS THE STUDENT WHO SAYS THAT HE WISHES TO CHANGE HIS MAJOR FIELD OF ACADEMIC CONCENTRATION OR MAKE A DRASTIC CHANGE IN AREA OF EMPLOYMENT OR VOCATIONAL GOAL. An interview with the individual will generally reveal the reasons for his dissatisfaction with his present situation. On the basis of the interview and/or tests, it may be determined that this person's first choice was an unrealistic one. If this is the case, the counselor should be practical in suggesting new goals to the individual. He should assist the individual to recognize, accept, and act within the limitations present, such as age, finances, present educational level, and the practicality of seeking fur-

ther education or training. If, however, the individual is dissatisfied with an area or an occupation for which he is well suited and his reasons are unrealistic, generally personality or emotional problems are again involved. The counselor must then help the individual to recognize his problems and their relation to his dissatisfactions. The specialist might provide further personality counseling or might make an appropriate referral.

PROBLEM MAY NOT BE VOCATIONAL

6. THERE IS FINALLY, THE PROBLEM OF THE PERSON WHOSE EXPRESSED REASON FOR SEEKING VOCATIONAL GUIDANCE MAY BE ANY ONE OF THE FIVE THAT HAVE BEEN LISTED. HOWEVER, UNDERLYING THE EXPRESSED PROBLEM IS A CONSCIOUS AWARENESS OR A VAGUE FEELING IN THE STUDENT THAT PERSONALITY OR EMOTIONAL DIFFICULTIES MAY BE PRESENT. For these students, seeking assistance for a vocational problem does not appear to be so ego damaging as coming to the counselor to discuss what they frequently term, "a personal problem." When the student has been made to feel secure in his relationship with the counselor, he may reveal the "real reason for coming." Frequently, the student will be fearful that the counselor will discover his problem yet, at the same time, hopeful that the counselor will be able to discern what is "wrong."

It is not always easy to know quickly that one is dealing with this last type of problem. For this reason, and also because the basis for any vocational problem may well be a personality maladjustment or an emotional difficulty of which the individ-

ual is not aware, the initial interview is an important tool of the vocational counselor. If the interview is extensive, covering all of the areas in which adjustment problems might exist, it can present the counselor with important clues regarding the presence of personality or emotional difficulties. If an emotional disorder is suspected the counselor can then include one or two diagnostic tests in his battery. As indicated above, it is not difficult for the student to accept personality testing if the relation between personality and vocational choice is emphasized during the interview. If the counselor is not trained in the interpretation of the projective techniques he may still administer the MINNESOTA MULTIPHASIC PERSONALITY INVENTORY or ask the student to "draw the figure of a person and then draw the figure of a person of the opposite sex" and have these tests interpreted by someone with the necessary background. If an emotional disorder is found to be present, it can then be handled in whatever manner would be of most benefit to the student.

The vocational interview and all of vocational guidance is important also in putting the student at his ease in the guidance office and in establishing a working relationship with him—the type of relationship which will encourage him to seek and accept the counsel of someone whom he views as friendly, competent, and sincerely interested in him.

(Ed. Note—Most articles in professional journals represent the author's opinion. Since there is no basic dogma on this topic of vocational counseling, we welcome the views of reliable guidance specialists on the previous contribution. Is there indicated a sharp cleavage between vocational and personality counseling? Under point #2, is the counselor made to accept too much responsibility? Under point #4, if the counselor

has serious doubts about the wisdom of the counselee's choice, should he present the evidence that causes these doubts? Should vocational literature be related to the clients' specific needs and personality conflicts?)

(Research Review—Continued from Pg. 83)
fessional obligation each must feel toward the occupation and toward professional colleagues. A professional person should contribute to professional benefits as well as receive them.

As far as the training indicated by these high school counselors is concerned, a third of them do not seem to have had any graduate work in guidance and counseling psychology. Perhaps this reflects the failure among Catholic educators to distinguish between the training necessary to do an adequate job of educational and vocational guidance and that required for moral and religious guidance. There is sufficient research to indicate that the training and activities carried on in these two distinct areas is considerably different. If these persons are to be in charge of a program of guidance services, then they and their superiors have the obligation of seeing that they have adequate training to do the job.

When it is recalled that this is the picture for about a fourth of the Catholic colleges and high schools, and that three-fourths have no program of guidance services, it appears that much has to be done before boys and girls in Catholic schools have an adequate opportunity for educational and vocational guidance.

EIGHTH ANNUAL INSTITUTE ON
RELIGIOUS VOCATIONS —
FORDHAM UNIVERSITY
JULY 23-24, 1958

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In addition to these, the New York State Employment Agency, 119 Fifth Avenue has announced the opening of a special section to handle people interested in school guidance and counseling.

Resumes Received

1. Female—B.F.A., Syracuse, M.A.—Catholic University Interested in college work in connection with Dean of Women or vocational guidance post.
2. Female—B.S., M.A.—would be interested in position as Assistant Dean of Women.



Daniel C. Sullivan, St. John's University

TO GOD THROUGH MARRIAGE

by

Brother Gerald J. Schnepp, S.M.
and Rev. Alfred Schnepp, S.M.

Bruce Publishing Co., Milwaukee 1, Wis.,
1958, 203 pp.

A CATHOLIC sociologist and a priest are the authors of a new paper-bound book treating the various aspects of Catholic marriage on a level suited to adolescent readers.

Intended as a high school text for junior and senior courses in either sociology or religion, **TO GOD THROUGH MARRIAGE** first outlines the meaning and importance of marriage and then takes up the qualities of a good husband or wife (physical, psychological intellectual, educational, racial, religious, and moral); economic, canonical and legal aspects of marriage; the wedding; children; and family life. It is also a useful reference in group guidance classes.

In a foreward, Archbishop Robert E. Lucey of San Antonio points out that the book uses the positive approach to the problem of preparing young people for marriage:

"One of our best hopes. . . against the evidences of family disorganization—high divorce and separation rates—is to place before young people the importance of the Big Decision and its implications in their lives and in the lives of their children and their children's children." The Archbishop continues, "It is a well-balanced book, which properly used, will be of great value in helping young people"

Recommended for senior year in high school or with collegians.

BEHAVIORAL GOALS OF GENERAL EDUCATION IN HIGH SCHOOLS

Will French et assoc., Russell Sage Foundation. N. Y. 1957.

A group of 75 leading educators comes forth with a statement of the principal behavioral outcomes—what high school graduates should be able to do, how they may be expected to think and feel and act.

"These outcomes are achieved in high school as the required general education program tends to produce young men and women who not only acquire knowledge of, but are willing and able to apply in their daily lives, our moral, ethical, and spiritual standards; to sense our cultural and social values; and to use the generalizations and principles of the social and physical sciences. Knowledge of our culture's evolving and developing ideals, standards, values and technology is not enough. Our young people must be eager and able to convert these 'things of the spirit' into the flesh and blood of personal and group living before the purposes of general education are realized. General education must transform these abstract tangibles into the concrete realities of behavior before we can be sure that it has achieved its intended purpose." (pp 31-32)

This concept of curriculum for secondary schools is of particular importance to guidance personnel. Such an approach could be expected to: alert teachers to their responsibilities for the all-round growth and development, cause closer attention on the part of the whole school staff to the early discovery of pupils' aptitudes and interests; result in better cumulative records since with increased attention to behavior, teachers' contributions would tend to focus more on the kind of person the child is

than on what he knows; present an exciting challenge to all concerned with instruments of evaluation of pupil's progress and strengths and weaknesses.

Margaret M. Greene
Assistant in Education, Guidance
N. Y. State Education Dept.

* * * *

HOW WELL DO YOU KNOW YOUR INTERESTS

by

T. N. Jenkins, Ph.D. Published by Executive Analysis Corporation, 76 Beaver St., New York 5, N. Y.

Sample kit, including Manual and Scoring keys, \$2.74. College Edition and Personnel Edition (office and factory employees) available now. The Secondary School Edition will be ready about April 1, 1958.

A new vocational interest test which provides many practical and technical advantages. It is short and can be completed in about 20 minutes. It can be hand-scored in 8½ minutes, providing 54 scores faster than machine-scoring does.

The author claims that the scores offer valid and reliable data on the student's dislikes or aversions, as well as his interests. Thus, a comprehensive analysis of his career potentials is supposed to be possible. This is said to be the first comprehensive factorial vocational interest test and that explains why it could be reliable though short. Being factorial, the individual's responses measure the nature of his personal likes and dislikes in relation to 40 types of job activities in 10 vocational interest families, plus 13 factorial scores related to general work attitudes.

Your comments are welcome on this new psychological instrument.

THE PSYCHOLOGICAL INVENTORY FOR VOCATIONAL ORIENTATION

by

Lester Recktenwald, Villanova Press, 1956,
34pp.

Lester Recktenwald has composed a spiral bound, 8½ x 11, inventory for college counseling in the area of vocational orientation. He suggests its use as a tool in college courses in Orientation, Counseling or Occupations, as an addition to a student's personnel file, or as an aid to an individual counseling situation where the problem is related to vocational choice.

The student who uses the Inventory is asked to think through and notate on the pages of the manual his schedule of daily activities, subject and co-curricular preferences, study habits, work experiences and hobbies. Question prompt the student to examine his answers in the light of educational and vocational goals. Blank pages are made available for an autobiography, and a printed outline guides the student's investigation of three vocational fields of his choice. Charts are provided for family data and standardized test results. In all, this manual aims to direct the college man through that healthy self-appraisal and prudent occupational investigation that must precede a wise vocational choice.

The strongest single feature in the Inventory can be found on the three pages devoted to Self-Rating. Much of the rest is quite commonplace and offers no particular value apart from the fact that the data is gathered in one binding. While not a wordy manual, some of the text material is stated awkwardly.

Students in courses in Counseling and Occupations should at least thumb through this Inventory to see one sensible approach to the question of

helping students with vocational problems. Experienced counselors may find it useful to have individual clients complete sections of the book prior to an interview.

Brother Adelbert James, F.S.C.
Head, Department of Education
Manhattan College, New York

* * *

YOU MAY WANT TO READ:

THE POPES ON YOUTH by Rev. Raymond Fullam, S.J. of Canisius High School, Buffalo. Published by America Press, N. Y. C., this is an excellent source of quotations from the Popes to stimulate discussion in a group guidance class . . . **EDUCATIONAL PSYCHOLOGY IN THE CLASSROOM** by John Lindgren and published by John Wiley & Son, Inc., New York. Well illustrated, easy-to-read, and understandable . . . **TIPS ON HOW TO STUDY** by the New York State Counselors Association, Delmar Publishers, Albany 5, N. Y. Excellent, well illustrated book, compiled by guidance counselors—80c school price . . . **LAY WORKERS FOR CHRIST**, edited by Rev. George L. Kane and published by Newman Press, Maryland. Useful guidance material on the vocation of Christians written by authorities in lay apostolate . . . **THIS IS THE Y.C.S.**, prepared by Rev. James Anderson and available from the Young Christian Students, 1700 W. Jackson Blvd., Chicago 12, Illinois. A booklet of inquiries designed for group discussions and the training of leaders among Catholic students.

FREE—a guidance playlet on the critical need for personnel in the health field. Write Health Careers Committee, Community Council, 345 E. 45th St., New York 17, N. Y. Good to initiate a group discussion on career planning.

TEACHERS HANDBOOK FOR IT'S YOUR LIFE

By Dr. James Cribbin, Br. Philip Harris,
and Rev. Wm. McMahon

Harcourt, Brace & Co., N. Y. 1958, 160 pp.

I believe that in Catholic guidance circles today the principle is accepted that MOST teachers can help MOST students with MOST of their problems. And most "guidance people" in Catholic schools got their start by "DOING IT" before they ever took professional courses in pupil personnel work. However, the teachers need help. For example, in a group guidance program, the teacher must be provided with more than a LIST of guidance topics to be treated. Further, much more than an outline or workbook is needed by the teacher, already faced with from two to five daily class preparations. It is the rare teacher who will accept "another preparation" more extensive than an ordinary class preparation.

The teacher must not be forced to "dig out" from references (even those given to him), information that he knows he must have if he is to discuss adequately such and such a topic the next day. He will of necessity often make of his group guidance period a study period. The group guidance teacher desires a manual in which has been incorporated the essential information needed to discuss appropriate topics. Moreover, the teacher would like very much for each student to have a similar text.

Indeed, a group guidance teacher would appreciate a teacher's handbook which includes suggested time plans for covering the material in varying circumstances, the philosophy underlying the content, points to be emphasized in each unit, suggested techniques and a bibliography of good related sources.

It is the belief of the reviewer that

a teacher with the above viewpoint now has available a good group guidance book and a very helpful accompanying teacher's handbook. The student book, *IT'S YOUR LIFE*, the first volume in order of appearance of the *INSIGHT SERIES*, was reviewed in *THE CATHOLIC COUNSELOR*, Spring, 1957.

The teacher's handbook is also now an accomplished fact. Entitled, *TEACHERS HANDBOOK FOR IT'S YOUR LIFE*, it consists of two parts. "The eight sections of Part I attempt to orient the teacher, especially the teacher who is relatively inexperienced in the use of pupil personnel techniques, to group guidance and homeroom procedures." These sections of Part I provide, to my knowledge, the best available statement of pupil personnel work in Catholic schools. The authors are Catholics professionally qualified to speak to other Catholics about this subject. In time, this part will probably be published separately for use in counselor training classes.

Part II of the handbook is a manual of suggestions for each chapter of *IT'S YOUR LIFE*. Each chapter of the manual is divided into five sections the *PURPOSE* of the chapter: *TECHNIQUES* involved in preparing for and teaching the chapter: *RELATED* guidance *ACTIVITIES* which can be employed to supplement class activities; the *SOURCES* of information for the *TEACHER*; and *SOURCES* of information for the *STUDENTS* (reviewer's emphasis).

The reviewer found included in Part II of *TEACHERS HANDBOOK*, many outstanding time-saving features which were not formerly available in a Catholic source for the neophyte pupil personnel worker.

BROTHER LEO WILLET, S.M.
Assistant Principal,
Don Bosco H. S., Milwaukee.

Guidance News And Notes

Philip D. Crisantiello, St. Peter's College, Jersey City, N. J.

KEEPING POSTED

REV. CHARLES A. CURRAN, professor of psychology at Loyola U. has received a \$7,000 research grant from the Society of Human Relations. The purpose of this grant is to test the hypothesis that learning a language resembles the psychological state of a person coming for counseling . . . The BROOKLYN CATHOLIC GUIDANCE COUNCIL is planning a meeting for early May to discuss opportunities in health careers. Father Urban Rupp, SM of Holy Trinity H.S. is the coordinator. BROTHER PHILIP (HARRIS) addressed the Brooklyn Diocesan Roundtable of Guidance, April 25th, on group guidance . . . Both MANHATTAN and FORDHAM COLLEGES will offer summer college skills programs. Manhattan offers two sessions (morning and evening) beginning July 1st to July 30th, and Fordham offers its two sessions (morning and evening) from July 7th to August 8th . . . St. John's Univ. and St. Francis College (Brooklyn) will have summer developmental reading programs . . . The informal Metropolitan Roundtable of Catholic College Counselors met in February at Fordham U. to discuss the practical aspects of using a psychiatric consultant in college counseling services. MR. PHILIP CRISTANTIELLO led the discussion on this topic. BROTHER JOHN EGAN of Iona was elected new chairman of this group. The discussion at the final meeting of the academic year was on group counseling. DR. THOMAS DOYLE, psychiatrist, was the principal speaker . . . The monthly educational newsletter of the ARCHDIOCESE OF LOS ANGELES announces that the Iowa Tests of Educ. Development (SRA) are being administered to each of its secondary students twice before graduation . . . FOURTH ANNUAL GUIDANCE INSTITUTE of Fordham University will be held July 14-25, 1958. Theme: "Counseling Students with Adjustment Difficulties."

ADDITIONS TO STAFF

MISS PAULINE MAGEE will join the Guidance Office of St. John's U. downtown division as counselor . . . The Student Personnel Services of Iona College have added the services of MR. ROBERT DOYLE as Placement Director and MR. JOHN O'CONNELL as Vocational Counselor . . . MR. JAMES DIETRICK, Guidance Director at Park Ridge, N. J. has joined the faculty at Seton Hall in Newark . . . MR. ROBERT HEBERT, formerly with Archdiocesan Charities in New York is now Guidance Director at Nanuet, N. Y., and teaching at Seton Hall Guidance and Personnel Dept.

PEOPLE MAKING THE NEWS

SR. LASALETTE, S.S.J., Guidance Director at Villa Maria Academy, Erie Pa., was recently certified by the state as both a psychological analyst and a public school psychologist . . . BROTHER PHILIP HARRIS, O.S.F., spoke before the N. Y. Personnel Manager's meeting on new trends in college recruiting, at the L. I. Catholic Library Assoc. on guidance through the library, and at the annual meeting of the Patterson Diocesan Cath. Guid.

Council held at Pius XII H. S. in Passaic, N. J. . . . This spring saw SR. M. ESTELLE, S.S.N.D. giving the keynote address at the Illinois Catholic Secondary Principal's Conference and at the S.S.N.D. Educational Conference's regional meeting at Chippewa Falls, Wisc. She is a council member of the Wisconsin Pers. and Guid. Assoc., and is cooperating with the Vocational Guidance Committee of the Kiwanis Club.

At Fordham University in March a distinguished panel of discussants, namely, DR. GREGORY ZILBORG, DR. A. SCHNEIDERS, and FR. NORRIS CLARKE, S.J., spoke on the topic "Relationships Between Religion, Counseling, and Psychotherapy . . . The Hudson County Branch of the New Jersey Personnel and Guidance Association met at St. Peter's College in January. The program was arranged and carried out by REV. AUGUSTINE GRADY, S.J., and LAWRENCE R. MALNIG on the topic, "Preparation of Pupils For Problems They Face In College" . . . DR. JAMES CRIBBIN of N. Y. U. spoke before the Records Management Assoc. in N. Y. on "Psychology and The Supervisor", as well as before the Archdiocesan Teachers Meeting in N.Y.C. . . . DR. PAUL CENTI of Fordham U. addressed a group of social workers at the N. Y. Foundling Hosp. on problems in remedial reading . . . At the N. Y. State Assoc. of Deans & Guidance Personnel meeting in Elmira, BROTHER JOHN EGAN was asked to give the invocation and serve on the registration committee, as well as to be chairman of a discussion group on community agencies . . . Under the new licensing laws of New York State, DR. GENEVIEVE HUNTER and BROTHER LAWRENCE JOSEPH, F.M.S., our next editor, have been certified to practice psychology in the state.

Sister Mary Constance, R.S.M., of St. Catherine's Academy in Bronx, N. Y., just sent a copy of her CAREER DAY held during March. It began with a Mass and talk by a guidance specialist on "The Future and You." Nine panels were held on careers in medical services, government, teaching and language arts, practical arts, nursing, industry, transportation and communication, science, law and advertising. Three to four panelists were present in each workshop which ran for one hour. An assembly in the auditorium, including a summation of panels, ended the day. A display of occupational literature was available in the library. Congratulations on a well-organized program!



Some of the three hundred Catholic Counselors who gathered for their fourth annual meeting on March 30, 1958, are pictured above. The event was held at Rosati-Kain H.S., St. Louis, in conjunction with the American Personnel and Guidance Association.

Rev. Brother Philip, O.S.F., Editor of THE CATHOLIC COUNSELOR, outlines to staff members plans to improve next year's issues. Father Curtin, superintendent of St. Louis diocesan high schools, is the guest of honor at the head of the luncheon table.



FOURTH ANNUAL MEETING OF CATHOLIC COUNSELORS IN A. P. G. A.

As the editorial noted, this was by far the most successful meeting of this group. Held on March 30th at Rojati-Kain H. S. in St. Louis, the day began with:

C. C. STAFF LUNCHEON:

THE CATHOLIC COUNSELOR editorial board and staff held a luncheon which opened the festivities. Through the courtesy of the Diocesan Secondary School Office and the efforts of Mrs. Gaffey, the school dietician, business was combined with refreshments. Brother Philip, O.S.F., editor reported on the continued growth in subscribers for the COUNSELOR, as well in the size and quality of the publication. Rev. William McMahon, assistant editor, described his work of promotion, mailing, and the distribution of special reprints. Rev. Urban Rupp, business manager, announced that the periodical was again in a sound financial condition. As a result it was decided to keep the subscription at 1, less than cost, and appeal instead to our readers to assist us by obtaining new subscribers and advertisers. Support of the advertisers is an important factor in the magazine's low subscription rate.

A new editor, associate editor, art editor, and assistant business manager, in addition to further editorial board members, were selected and their names are noted on page 2. A new feature in the COUNSELOR will be a "Question Box"; Professor Edward Daubner of Loyola College, Baltimore, will edit it and welcomes your inquiries on guidance matters. A prize will be offered each issue for the best guidance suggestion that is sent in for the "Tips and Techniques" column. Free promotional material on THE CATHOLIC COUNSELOR will be made available to counselor trainers, nursing schools, Catholic teachers associations, and community supervisors; send requests to the Assistant Editor. A special complimentary list for COUNSELOR subscriptions is being developed and suggestions for names to be included may also be sent to the Assistant Editor.

A resolution was passed requesting readers to send more articles on the problems peculiar to Catholic counselors; "how to do" contributions will be kept to the minimum since it is the COUNSELOR'S policy to avoid duplicating the very fine secular publications in the guidance field.



Rev. William McMahon, Asst. Editor and President of the New York Catholic Guidance Council, explains the value of a national conference so that the accomplishments at this first meeting of representatives from various diocesan guidance councils will be continued.

GUIDANCE COUNCIL ASSEMBLY:

The first meeting of representatives from various diocesan guidance councils then followed. Rev. William McMahon, President of New York's Council, pointed out the highlights of the programs held over past years by his group, encouraging those present to speak of their experiences. Mr. Norbert Riegert's description of the Milwaukee Council's efforts was one of the most stimulating, while Father Urban Rupp of the Brooklyn Council stressed the informality of their approach. Brother John Egan, former president of the New York Council, stressed the in-service value of the Council technique for providing organized guidance training to interested Catholic teachers and the need for an interchange of ideas between the various groups. Brother Philip, O.S.F., emphasized that while an informal conference of the various councils is undesirable to promote guidance efforts **WITHIN** the Catholic school system, a survey of Catholic counselors clearly indicated that they did not want a **FORMAL** Catholic professional association, but were quite satisfied to build up Catholic membership and participation in the existing American Personnel and Guidance Association.

On this note, it was then voted that an annual meeting of Council representatives would take place with A.P.G.A.'s convention and that an informal National Conference of Diocesan Guidance Councils would be formed for this purpose. Father McMahon was chosen chairman, and Brother Egan, secretary, with an aim to facilitating the exchange of information between the diocesan councils and the establishment of new ones. More will be reported on this noteworthy effort in the Fall issue.

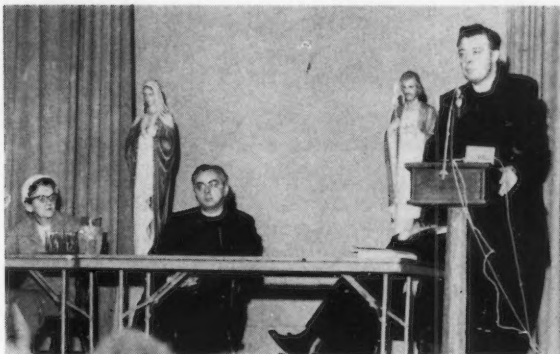
GENERAL SESSION:

Rev. Trafford P. Maher, S.J., was chairman of a panel on "Challenges Facing Catholic Guidance Workers." He reminded the audience that religious teachers particularly must be alert to the climate of our time, for American rubs off on us and the youngsters we counsel. "Test ourselves on what we are like, as compared with our surroundings which affect our cliental. He suggested readings, especially for the refectory, which will help us understand the world in which we live and the type of people in it: **THE LONELY CROWD** by David Riesman; **THE AMERICAN PEOPLE** by Geoffrey Goren;

CROWD CULTURE by Canon Bernard Bell; **THE PACEMAKERS** and **SURFEIT OF HONEY** by Russell Lynes; and **THE HIDDEN PERSUADERS** by Vance Packard. (The first book is from Yale University Press, the second is published by Norton, and the remainder by Harper.)

The main addresses by Dr. Hunter and Brother Egan are presented on page 74 and page 78 of this issue. Before refreshments and closing benediction, discussion of the above papers and of common interests took place in five workshops.

Bro. Philip Harris, O.S.F., representing the "Planning Committee for Catholic Counselors in A. P. G. A." introduces Rev. Patrick Maher, S. J. who presided at the general session which had as its theme, "Challenges Facing Catholic Guidance Workers." To the left, are Brother John Egan, F.S.C.H. of Iona College and Dr. Genevieve Hun-



ter of Fordham University who presented the major addresses. Both were later selected as co-chairman to plan for the 1959 meeting.

ELEMENTARY SCHOOL WORKSHOP

Sister Bertrande, D. C. of Marillec College, was chairman for this session. She maintained that elementary teachers are the key and the backbone of the Catholic educational system. Many adults will trace back the best counsel ever received to a grade teacher.

For these reasons, it is important that all elementary teachers have some idea of guidance and counseling techniques. These teachers guide informally, like the way of a mother counsels a child. However, the situation is ideal for group counseling. Occupational curiosity and information can be developed through classroom instruction even in the lower grades. Formal educational guidance can be offered in the upper elementary grades to prepare students for adjustments to high school. Teachers can make proper referrals to school psychologists, nurses, and social workers.

The discussion centered around the need for guarding the entrusted secrets of children, and the avoidance of probing into the child's privacy. It was thought that teachers should not overemphasize unpleasant tales that children bring in about their home life. Rather, they should endeavor to make the classroom a happy place for youngsters to be. Instead of becoming angry over the mischief of some children, it would be better to invite them to stay after school to discuss the matter in private. The unusually quiet child, on the other hand, may be the real guidance problem. The conclusion stressed the need for appreciating the inherent dignity of these little people and for using a good sense of humor with them.

NON-EDUCATIONAL AGENCIES (Retarded) Children, THE SECONDARY SCHOOL AND COLLEGE WORKSHOPS WILL BE REPORTED IN THE FALL ISSUE.



Dr. Genevieve Hunter of Fordham (left center) joins with Sister Mary Stephen Noth, S.S.M., of St. Louis University in leading the discussion during the Nursing School Workshop at the recent Catholic Counselors meeting on Palm Sunday.

NURSING WORKSHOP

The workshop on Nursing at the Catholic Counselors meeting in St. Louis was a happy success. It was well attended by approximately twenty-eight representatives from local schools of nursing led by the chairman, Sister Mary Stephen Noth, S.S.M., of St. Louis U. The participants included the dean of a collegiate school, two directors from diploma programs, faculty members, nursing service personnel, graduate students, and the executive secretary of the Conference of Catholic Schools of Nursing. As a resource person, Dr. Genevieve Hunter, a nursing school guidance consultant, contributed much to the discussion.

A list of topics secured through preliminary planning served as a springboard to the exchange of ideas. Questions flowed freely relative to counselor role, preparation, inservice training for faculty, the counselor as a part-time consultant and the necessity of supervised counseling. References were made to the summer workshop conducted at the Holy Cross Central School of Nursing, South Bend Indiana, as an excellent example of what could be achieved through inservice.

The participants seemed pleased to have shared ideas and there was a unanimous request for an inservice program on a cooperative basis among schools. Realistically such an inservice program may be feasible since the collegiate program is the Saint Louis University one, and the two diploma programs are affiliated with one of the schools of the University.

A. P. G. A. DOINGS

While the above events did serve to bring together so many Catholics interested in the field of guidance and personnel work, it also provided an excellent opportunity for many of them to participate in the very important meetings of the A.P.G.A. national convention. A special note of commendation should go to JOHN F. MCGOWAN, Program Coordinator for the A.P.G.A. convention, and his co-workers for arranging one of the most stimulating programs conventioners had experienced in years. SOME of our more active participants in the A.P.G.A. convention were MR. ALVIN GRANT of St. Peter's College who participated in two panel discussions on placement work

and in one was joined by Charles Marino of St. Louis U. . . . JULIA READE of St. Elizabeth's College served as Chairman of the N.V.G.A. Placement Center . . . DR. SALVATORE DI MICHAEL of the U. S. Office of Vocat. Rehab. and DR. WILLIAM C. COTTLE of the U. of Kansas were both importantly involved in several convention panels and activities.

Father Francis Severin, S.J., President of the St. Louis branch of A.P.G.A., gave the opening session invocation. Father Paul Reinert, S.J., President of St. Louis University, presided at one of the sessions on providing higher education facilities . . . Raymond Sacks of O'Fallon Technical H.S. in St. Louis was a panel member on "Services Youth Expected from Guidance Programs" . . . Father Elmer Behrmann, director of special education for the St. Louis Archdiocese, conducted one of the convention devotional services at the Hotel Sheraton-Jefferson . . . Anthony Fantaci of the N. Y. State Employment Service presided for a workshop on "Aging and Productivity" . . . Father John Thomas, S.J., of St. Louis U. participated in "Law and Public Opinion Concerning Religion in State Universities."

The wholesomeness of these A.P.G.A. sessions is best illustrated by the titles of two, "The Religious Conflicts of Foreign Students in Our Culture," and "The Role of the Counselor in Dealing With Moral and Religious Issues." This is also reflected in tone of papers of outstanding psychologists like Dr. O. H. Mowrer who spoke brilliantly on the need of confession and atonement for sin, and Dr. Carl Rogers who emphasized the need for trustworthiness in the counseling relationship, as well as to permit the client the "freedom to be" himself, rather than to demand conformity to the counselor's ideas and advice.

You can't afford to miss joining the A.P.G.A., its national branches and local units! Write NOW to the American Personnel and Guidance Association, 1534 "O" Street, N.W., Washington, D. C., for further information.

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